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ABSTRACT

The report of Project ADAPT (Aerospace and Defense Adaptation to Public Technology), describes the design, execution, and forthcoming evaluation of the program. The program's objective was to demonstrate the feasibility of redeploying surplus technical manpower into public service at State and local levels of government. The development of the program is outlined and the program's participants are described in terms of their socioeconomic, educational, and professional characteristics, and some potentially significant subgroups are identified. A detailed day-by-day account is provided of the four week-long orientation periods, focusing on: urban growth and development, environment and technology, design and delivery of social services, and agency management and change. A detailed analysis is given of the program's design, logistics, and components, each component being discussed in terms of intent, description, and critique, which includes participant comments. The program evaluation is discussed from two points of view: concurrent monitoring and evaluation and post-orientation monitoring and evaluations. Conclusions and recommendations are made for the development of specific guidelines for future programs, the program's structure, and personal and job development. The 121-page appendix includes study aids, rosters of faculty, staff, and enrollees, program schedules, and bibliographies. (BP)

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PROJECT ADAPT: Report #1

DESCRIPTION AND REVIEW OF THE MIT ORIENTATION PROGRAM

An Element of the NLC/USCM Joint Aerospace Employment Project

Submitted to

National League of Cities/U. S. Conference of Mayors

by

Department of Urban Studies and Planning

Massachusetts Institute of Technology

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## I. INTRODUCTION

In August 1971, MIT conducted a month-long orientation in urban affairs to prepare 185 unemployed aerospace scientific and technical personnel for new careers in agencies of state, county, and municipal government. The August orientation and the subsequent evaluation effort -- the latter still in progress -- is MIT's contribution to a larger enterprise being carried out by the National League of Cities/U. S. Conference of Mayors (NLC/USCM) under the joint sponsorship of the U. S. Departments of Labor and of Housing and Urban Development.

The aim of the larger enterprise is to demonstrate the feasibility of redeploying surplus technical manpower into the public service at state and local levels of government. A redeployment of this sort is viewed by the project sponsor as a means both to alleviate the unemployment in science - and technology - based industry and to help satisfy the professional manpower needs of the nation's cities and states.

To this end, NLC/USCM conceived a five-element program of personnel recruitment, job development, career orientation, job placement and evaluation. With respect to recruitment, job development, and placement NLC/USCM organized the efforts of local state employment services, public personnel specialists, public service organizations (International City Management Association, National Association of Counties, Council of State Governments, and the National Governor's Conference) and individual cities and states

to identify available positions. The municipal leagues in five states -- Ohio, Texas, Georgia, Michigan, and Pennsylvania -- are under contract to NLC/USCM to develop prototype jobs and job matching networks.

MIT, through Project ADAPT (Aerospace and Defense Adaptation to Public Technology) is participating in the orientation and evaluation elements of this design. (A counterpart program -- embracing the same two elements -- is underway for technical personnel in the Western U. S. at the University of California at Berkeley.) The objectives of the ADAPT orientation program were:

- \* to provide a general orientation to urban issues and to the actors, organizations, and institutions of local government;
- \* to sensitize the orientees to the problems they are likely to face in adapting engineering and aerospace professional experience to the complex tasks of urban development and management;
- \* to familiarize the participants with the intergovernmental relations (fiscal, political, and institutional) particular to each of several issue areas;
- \* to introduce the participants to the breadth of the urban planning and management enterprise by means of lectures, panels and small group discussions, films, gaming and computer simulation exercises, case studies, field trips, and selected readings.

This report describes the design, execution, and forthcoming evaluation of Project ADAPT as a means of achieving these objectives. It includes the characteristics of the enrollees and their own concurrent evaluations of program activities. The report is supplemented by an Appendix (bound separately) containing samples of study aids, rosters of faculty, staff and enrollees, program schedules, and bibliography.

## II. PLANNING THE PROGRAM

### The Charge From NLC/USCM

In the spring of 1971, MIT was invited by the National League of Cities/U. S. Conference of Mayors (hereafter referred to as NLC/USCM or the League) to develop a month-long orientation for unemployed aerospace and defense engineers, who were moving to jobs in state and local government agencies or in quasi-public organizations. The League had considered several schools for the project, but then presented MIT and University of California, Berkeley, with the task. The NLC/USCM hoped to demonstrate its ability to organize a nationwide talent search among unemployed technical personnel, to provide them a brief academic orientation, and to then place them in public agencies utilizing the League's resources in Washington and counterpart state and municipal organizations in the state capitals. The NLC/USCM was attempting more than a "one-shot" orientation. It was testing the whole procedure of finding technical people, acquainting them with urban problems and the institutions dealing with such problems, and then placing them where their talents could be appropriately used to ~~serve the~~ city.

### Over-all Objectives

NLC/USCM was certain that a narrow, technically specialized training would not serve project objectives. NLC/USCM was to recruit from what it called the "soft side of aerospace," which meant persons whose original training might have been

technical but whose recent experience was in management, budgeting, program analysis, technical writing, and marketing. Once oriented, these men would then be placed, not in purely technical positions, but rather in middle-management positions in cities. Such positions would be predominantly with mayors or chief executives, or with central budgeting or central planning organizations which in many cities are a part of the executive level.

The League made clear that it required a generalist orientation and MIT was encouraged not to delve too deeply in any specific area. The likely reason for this was twofold: the League did not know exactly where the program personnel would come from; and second, the men were slated for general, central management positions rather than functional agency positions. The League's firmness on this point influenced subsequent decisions on curriculum and staff. The purpose of the month's orientation was to familiarize the enrollees with the institutions, the actors, the political forces and the social forces that make the public sector a very different environment for decision-making and action than that which the enrollees had experienced in the private sector. While they were predominantly involved in the private sector with government work, they, for the most part, were employees of private firms. (A memorandum containing the "work statement" is found in the Appendix.)

#### Division of Responsibility

At the outset, a division of responsibility was effected between MIT and the League, with the latter solely responsible for initial recruitment of the

enrollees, job development and job placement with local governments. Both MIT and Berkeley (the counterpart program for persons from the Western U. S. at the University of California at Berkeley) felt that neither were especially well-equipped nor experienced in this sort of recruitment effort. Both institutions, however, reserved the traditional right of review before an individual was admitted to a campus program.

### Early Decisions

MIT and NLC/USCM did not reach an early agreement on a work statement and a budget (the definitive contract was not signed until August 26, 1971). This situation gave the project a tentative quality well into the month of June. Curriculum planning was affected, as were the advance preparation of study aids, the identification and recruitment of faculty and staff, and the securing of commitments of various kinds, both on and off campus. An early determination was made by MIT that -- rather than propound a single orthodoxy or point of view about any urban matter -- the program would be designed to provide as wide a variety of urban contexts, speakers, and activities as could possibly be accommodated in the 20 days of orientation. It was decided that the orientation should be experience-broadening -- a sensitization to a range of new issues in a variety of settings and institutions, and an introduction to new problems as well as opportunities for change. This determination was based on the nature of the "student" group, namely persons who had been years away from conventional academic surroundings and who throughout their careers had done most of their learning on the job.

## Basic Planning

The Project was advised that the prospective enrollees, being at a later stage of development both intellectually and professionally, were no longer learning from textbooks or from abstract principles applied to concrete cases. They had become adept at learning from experience, applications, and cases. This advice came from members of the MIT Summer Session staff, members of the Sloan Urban Executives Program, and other MIT faculty with experience in mid-career training. This emphasis on cases and applications rather than textbook exposition is what prompted the basic design decision to provide as many teachers with direct agency or consultative experience as possible in that 20-day period. Furthermore, since the Project was sensitizing men to a totally new range of issues rather than propounding the doctrine of a single profession, a program would have to be structured that would bring to the surface the divergent views and the controversy that accompany each urban issue.

The pedagogic device chosen to do this was the panel discussion, whereby several practitioners, citizens, or academics with different points of view and sets of experience would analyze and discuss the same issue area. This was the dominant form of Project ADAPT's in-house orientation. Instead of a single resident faculty for the duration of the Project, we sought an array of the most articulate spokesmen available in each of the issue areas.

An early problem for Project staff was to gauge the magnitude and direction of psychic shift required in a move from the aerospace and defense work environment to that of state or local government agencies. Students of administration and organization have reported that the

environments are differentiated in structure of authority, perceptions of professional ethical behavior, systems of rewards and sanctions, self-image, and other dimensions of sociology and organizational and social psychology. Given the uncertainty under which project planning was carried out, only a superficial examination could be made of the sociological dimensions.

To this end, conversations were held with a number of persons in the Boston region knowledgeable in the methods and the sociology of the aerospace and defense occupations and with others familiar with the urban and governmental occupations. In some rare cases, this existed in a single person, often one who had earlier and voluntarily moved from an aerospace career into public or quasi-public employment.

The consensus of this research was to continue the emphasis earlier placed on case studies and personal testimony from professionals at work in many urban-serving agencies. A search was made for just such urban professionals who had themselves left aerospace and defense work; eventually, a half-dozen such persons were on the Project faculty. In most cases, the recruitment of prospective faculty and staff began in late June once NLC and MIT reached a working agreement. The collection of bibliography and study materials and the detailed planning and coordination of about 100 on- and off-campus program events was telescoped into the month of July.

## Detailed Design

An Institute-wide Advisory Committee -- comprised of faculty members from a variety of fields with an interest or experience in urban problems -- concurred in the experience-foremost approach for the orientation. The primary emphasis was to be on experiential learning -- in some cases with enrollees having some direct experience -- but predominantly from their close-up view of the experience of others. All the enrollees would participate in such activities as film viewings, gaming simulations, and field trips, while at MIT. The Committee established the four principal issue areas to be explored as follows:

1. physical growth and development
2. environment and technology
3. the design and delivery of social services
4. agency management and change

One week of class time was to be devoted to each of these four themes, outlined at the outset of the week by a single lecturer who would provide a conceptual framework for the concrete issues to be dealt with in the five days following. On each day, particular elements of the theme were to be developed by individuals participating in panel discussions.

As described, panel discussions were to be used to identify the views surrounding each issue area in urban affairs. This consideration prompted the criteria for choice of panelists. Each participant was to be an expert in his own right, and, over the course of a professional career, was to have developed experience with particular constituencies or parties in urban controversies. Each of the panelists was expected to share his experience as a representative of a particular constituency or of a

particular ideological view.

The panels were to be followed by small group discussions, in which each panelist would lead a discussion group, answer questions, and further develop his views before a smaller audience, randomly chosen from project enrollees. The remaining afternoons were to provide opportunity for enrollees to pursue individual interests through field trips, computer gaming simulation exercises, an urban film program, an evening forum series, and a two-day City Reconnaissance. Each of these elements is described in greater detail in the section of this report entitled "Selected Program Components."

## Staffing The Program

The responsibility for program design, execution, evaluation, and administration lay with persons drawn from across the Institute, from colleges and universities in the Boston region, and from public agencies and consulting firms in several cities across the nation. A roster, with brief biographies, is found in the Appendix.

MIT summer staff had daily responsibility for logistics, some for teaching assistance, others acting as ombudsmen. A roster, containing brief biographies, is found in the Appendix.

Program advisors for each of the four weeks were drawn from MIT senior faculty. These advisors were in attendance or immediately available at all sessions and provided a back-up of resource persons. The advisors -- three of whom also participated as panel moderators or lecturers elsewhere in the program -- were Lloyd Rodwin, Head of the Department of Urban Studies and Planning; William Porter; Lisa Peattie; and Aaron Fleisher of the Department faculty.

### III. PROGRAM ENROLLEES

#### Attributes\*

The participants in MIT's aerospace orientation represented a wide range of socio-economic backgrounds and experiences within the aerospace industry. The typical participant was 45, married with children, and held a bachelor's level degree in an engineering field. Usually, he worked as an engineer involved in the production of aerospace hardware and was consequently part of the middle level of his organization. On the average, he had been unemployed for 8 months prior to his acceptance in Project ADAPT.

The distribution of participants by state was nearly in the proportions previously specified by NLC/USCM -- half from Massachusetts, and roughly a sixth each from Alabama, Florida, and New York. In addition, one participant from the state of Washington attended the MIT, rather than the Berkeley, program.

The modal educational level was a B. A. or B. S., with only 12% reporting no bachelor's level degree and only 4 participants with no college experience. An additional 16% had completed some graduate work, another 25% had reached the master's degree level, and 7% the doctoral or professional degree level. Not reflected in these figures are the additional training programs characteristic of career development in the engineering fields. Nearly all ADAPT participants reported attendance in at least one and usually several specialized training programs ranging from computer technology to health services planning.

The educational field reported by applicants, then, represents a somewhat narrow statement of educational

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\*Appendix lists these data in more complete, tabular form.

background. Most ADAPT participants with advanced degrees were involved in different fields at the undergraduate and the graduate level, and most of them had several kinds of specialized training. In the aggregate, the fields represented do provide a sense of the kind of experience shared by participants and the range of backgrounds represented. By far, the largest segment (54%) described their highest degrees as falling within the traditional engineering disciplines -- most often, electrical, aeronautical, mechanical, or general engineering. Of similar background was the next largest group (16%), who reported degrees in the physical sciences, including physics and mathematics. A segment of roughly the same size (14%), on the other hand, came from educational backgrounds in management. Still other participants completed educational programs in art, the social sciences, law, the life sciences, and geology.

Job experience, to some extent, paralleled participants' educational backgrounds. Most of them worked in traditional engineering roles, with the rest spread over a wide range of jobs. For purposes of comparing aerospace to public sector jobs, it is useful to differentiate between three types of aerospace roles: those directly involved with the production of aerospace technologies, those responsible for establishing the process by which a product is manufactured, and those who serve in supporting roles. The largest number (37%) came from jobs which involved the direct production of hardware (equipment or component designers, production workers, supervisors of product-center projects) or from those which centered on the production of software systems. The second largest single group (13%) worked in such process-related jobs as industrial engineering, production management, or process design. The experience

of the remaining half was divided among a large number of supporting activities: 14% in marketing and finance, 17% in testing and quality control, 3% in sales, 7% in logistics. A final 8% worked in a diverse range of nonengineering activities.

The levels at which these ADAPT participants worked is another significant indicator of their employment histories. In general, they worked as managers in engineering-related projects or they acted as practicing engineers at various levels of responsibility. The largest group (62%) worked as practicing engineers, either in the capacity of senior engineers (33%), as operative engineers (28%), or in only 2 cases, technicians. The remainder of the group worked in various management roles, primarily as engineering managers (17%) (in charge of the operations of an engineering project) or as managers with general administrative duties (15%). An additional 6% worked in relatively independent managerial roles as company presidents or vice presidents and as partners in business ventures.

Despite the relatively high frequency of managerial positions represented in the experience of the group, average monthly salaries did not appear to be particularly high relative to the economic structure of the aerospace industry or to the average age of the participants. The median monthly salary reported by ADAPT participants was \$1500, with only 7% reporting monthly incomes of more than \$2000. Similarly, the supervisory responsibilities reported by participants are perhaps less broad than might be expected in management and production jobs. Almost 60% of the participants indicated that they had supervised less than 5 other people. In part, this supervisory pattern may be due to the "project" structure of the aerospace industry, and in part to the abilities of those laid off from aerospace jobs.

In addition to employment and educational experience, a large portion of program participants reported participation in civic/social and professional organizations. Less than one-fourth reported no previous involvement in civic/social activities, and the remainder cited membership in at least one and usually several civic/social organizations. Over 70, moreover, had held offices in the organizations to which they belonged. While they were active in civic/social concerns, ADAPT orientees were not involved significantly in the operation of local government. Only 10 reported that they had held a minor local office, and less than 30 had participated in planning and government in any capacity. (20% reported previous work in the public sector.) Membership in professional organizations followed a similar pattern. The extent of participation was wide, but primarily in engineering and scientific organizations.

#### Potentially Significant Sub-groups

Besides the general distribution of socio-economic characteristics among ADAPT participants described earlier, there are a number of sub-groups within the project enrollment which should be identified. The nature of these groupings of shared characteristics may be useful for designing future employment programs. For example, programs might be designed, not for a general unemployed population, but to fit the needs and abilities of particular groups of unemployed. For project purposes, too, such groupings are useful in judging the degree to which the MIT program was effective in orienting participants with varying educational levels, employment histories, and age groups. The following analysis, based on a preliminary examination of data on ADAPT participants, is intended only to suggest some clusters of associated traits among unemployed aerospace personnel.

Strong correlations, for example, exist between age, educational level, and job field of the participant. Older men and women are more likely to have no degrees or only a bachelor's degree. Those in their 30's are more likely than other age groups to hold PhD's. Those in their 20's are most frequently (60%) holders of an M.S. or other professional degree. Similarly, older participants are most likely to have been trained in science or in engineering, and those who are younger, in management (18% of the whole population were trained in management, while 40% of those in their 20's hold management degrees). In addition, there is a strong tendency for older participants to hold higher level positions in aerospace firms.

Like age, educational level appears to correlate significantly with other characteristics of ADAPT participants. The negative correlation between age and educational level was mentioned previously. Similarly, participants with different educational degree levels tend to differ in their choice of educational field. As might be expected, those with bachelor's degrees are the most likely to have majored in engineering fields. Those with doctorates represent the highest proportion of participants in the pure sciences. Finally, those whose educational field was management are most likely to have had either college training with no degree or a master's degree.

Job field appears to relate somewhat differently to educational level. Holders of bachelor's degrees are most likely to be involved in managerial support activities, particularly finance and sales. Those with doctorates and professional degrees work most often in direct engineering

research and production for both hardware and software. Those with college experience but no degree often work in activities which provide support to the manufacturing process (logistics, quality control, testing). It is interesting, too, that while income appears to rise slightly with educational level, master's and professional degree holders tended to earn higher salaries than those with doctorates.

These kinds of general trends suggest some preliminary clusters of educational, professional and socio-economic characteristics that may be useful for further observation and analysis:

- 1) participants holding no college degree, though often some advanced training in management. Since they tend to be older (median age: 51 or over), they have often reached a management level position, usually in direct production management (logistics, testing).
- 2) Men and women, often in their 40's, who received bachelor's degrees in conventional engineering fields. Those who also completed some graduate work tend to have worked in management positions, often in marketing; the remainder took operating level positions in finance or sales. In either case, this group appears to have been unemployed the longest.
- 3) Participants who received master's degrees, usually in management. This group is predominantly quite young (21-30) and most often employed in the direct management of hardware and software development. MIT had been advised by NLC/USCM to expect most enrollees in this category (see Section II, Planning The Program).

This did not occur; category 2 was by far the largest group.

- 4) Those who completed degrees in the pure sciences, most often at the doctoral level. This group tends to include men in their early 30's, who continue to serve as independent professionals, working in top management positions, developing hardware and software system. In general, this group also has the shortest length of unemployment, compared to other ADAPT participants.

#### IV. THE PROGRAM IN PROGRESS

This chapter describes the events that comprised the four-week orientation period at MIT.<sup>1,2</sup> Each day's events are explained in terms of the program objectives and the means taken by the guest lecturers to achieve those objectives.

The MIT orientation was organized around four main themes. The development of each theme incorporated both conceptual analyses and discussions of concrete issues. The thematic areas were:

- 1) urban growth and development
- 2) environment and technology
- 3) design and delivery of social services
- 4) management and change in public agencies

One week of class time was devoted to each of these four themes, outlined at the outset by a lecturer who provided a conceptual framework for the concrete issues to be dealt with during the week. Each day particular elements of the theme were developed by individual experts in panel discussions or in topical lectures. The section of this report entitled "Program Components" will describe in detail the organization of the panel and small group discussions, lectures, and other events.

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<sup>1</sup>Recurring events - the Evening Forum series, Field Trips and APEX, the computer gaming simulation - are described separately in "Program Components." This chapter deals with "one-time" events.

<sup>2</sup>The full names, addresses and brief backgrounds of the speakers, panelists, and guests are listed separately in the Staff Roster section of the Appendix.

The selection of the four themes and the order of their presentation followed a straightforward logic. The themes embraced the span of current and emerging concerns of state and local government in the U. S. They are all spheres of activity that provide wide opportunity for professional involvement at the middle-management level. This approach provided the enrollees with a close-up view of the working environments in which they, as professionals in government, might find themselves. In addition, many speakers and panelists provided the enrollees with a sense of the professional roles they could play in the future.

The order of thematic presentation moved from the tangible, highly imageable issues in physical development and technology to those concerned with social and organizational development. Subject matter shifted from the relatively visible problems of the cityscape to the more elusive topics of professional competence in the civil service.

Week 1: August 2-6

#### Urban Growth and Development

The physical, social, and political development of the urban region was the focus of the first week's program. The ways in which private development is molded to achieve public purposes and conversely, the demands for public services generated by physical and social development were explored in lectures, panel discussions, and field trips. Emerging political constituencies in cities and suburbs were identified,

particularly those that have emerged in response to the processes of physical development. Some of the subjects examined were the racial and economic polarization of city and suburb, the institutional means for ameliorating this and other problems, the impact of renewal and redevelopment policies on central areas, and the emergence of new approaches to urban development such as new communities.

Monday - 2 August. In a brief opening ceremony, the enrollees were welcomed to MIT by President Wiesner and to Massachusetts by Lieutenant-Governor Dwight. Representatives of the U. S. Departments of Labor and of Housing and Urban Development described Federal participation in the program. Speakers from the U. S. Conference of Mayors and the National League of Cities outlined details of the larger Joint Aerospace Employment Project. The keynote speaker was David Grossman, Deputy Director of the Bureau of the Budget, City of New York; he drew lessons from New York's experience in applying innovative physical and management technology to current city problems.

The overview lecture for the remainder of the first week was provided by Robert Wood, whose lecture explored the political economies of urban areas -- how a metropolitan society organizes itself to meet its social needs. Wood also stressed forces of change impinging on the polity and the economy.

Tuesday - 3 August. The morning panel was devoted to urban renewal, the principal tool used in the redevelopment of older, established, and declining urban areas. What this national program meant in practical terms for

a specific city - Boston - was also described by the panel. The public and the private sector were represented by Messrs. Drought and Rappaport, respectively. The citywide interest, as well as the individual neighborhood interests, were represented by Mr. Rabinowitz and Ms. Yankauer. In the afternoon, the Boston Redevelopment Authority made a slide presentation and escorted a field trip via charter bus to selected renewal sites in Boston. In the early evening, a "counter"-slide show was presented by local community-oriented groups and planners who spoke for the neighborhoods most seriously affected by the renewal process in Boston.

Wednesday - 4 August. The morning panel on city and suburban politics brought together city and state legislators, Thomas Atkins and Martin Linsky; a political scientist who specializes in urban issues, Louis Menand; and a policy planner from the staff of the Governor of Massachusetts, Albert Kramer. The panel examined various topics: citizens' participation and client involvement in local agencies; the regionalization of metropolitan functions and neighborhood-level localization of municipal ones; and the reassertion of state prerogatives in functions once delegated to municipalities; e.g., planning, zoning, and building regulations. In the course of discussion, Mr. Kramer invited the ADAPT enrollees from Massachusetts to meet him at the Statehouse to explore means of identifying jobs with the Commonwealth of Massachusetts. At last report, the Massachusetts group had established contact with Mr. Kramer and now meets regularly. The group is now developing articles of legal incorporation.

On Wednesday afternoon, Nathan Glazer reviewed the current social situation of the nation's metropolitan populations using international comparisons between Hamburg, Germany, and Detroit, Michigan.

Thursday - 5 August. This day's work centered on the Housing Act of 1970 and the Federal efforts to encourage self-contained new communities in the suburban and less developed areas of the United States. A number of such new towns are underway in several parts of the country under various types of ownership and management. Some of the members of the panel were builders or participants in the building of various types of new communities.

Friday - 6 August. Friday's panel described the ways in which the several parts of the private development process work together in developing metropolitan areas. The panel focused on the problems of providing housing in the suburbs.

In the afternoon, Professor William Porter depicted the ways in which environmental programming and design attempt to rationalize the process of physical development - planning, architecture, urban design, interior design - and used as examples studies from design offices in England and the United States.

Week 2: August 9-13

## Environment and Technology

The second week's objective was to examine the interactions between urban development and the regional ecosystem: the intrusion of an artificial environment into the natural one. The means of ameliorating pollution were considered as was the relation of built form to social life. The City Reconnaissance, an unescorted, on-site examination and documentation of life in various Boston metropolitan areas, afforded an opportunity to "see" cities in fresh ways, using novel methods for observation, recording, and reporting city experience.

Transportation - a technology with serious, and often disruptive, environmental consequences and also a powerful force shaping urban forms and functions - was examined in greater detail at the close of the week.

Monday - 9 August. Chet Mattson reported on issues of environmental design, management, and politics, using as an example his own work on the Hackensack Meadowlands development in New Jersey.

Mattson's talk was followed by more detailed discussions of air (David Standly), water (John Evans), acoustical (Robert Bruce), solid waste (David Wilson), and visual (Donlyn Lyndon) pollution and control.

All day Tuesday and Wednesday, the 10th and 11th, were devoted to City Reconnaissance (see Section VI, Analysis of Components).

Thursday - 12 August. Aaron Fleisher presented a lecture on the general relation of physical technology

to the forms and functions of the metropolis, incorporating observations on the general problems of using methods and insights derived from the study of physical phenomena in the resolution of social problems. Following this overview, three persons discussed the social, political, and institutional constraints affecting technological innovation in urban services, focusing particularly on industrialized housing (Ed Cachine) and the adaptation of aerospace and defense technology to urban needs (Warren Siemens and Ron Phillips).

Friday - 13 August. The morning panel discussed both the design problems of insinuating urban freeways and airports into existing settlements (Norman Klein and Carl Robart), and the impacts such projects have on surrounding areas (Jim Morey and Fred Salvucci, both of whom had worked closely with urban neighborhoods opposing the expansion of highway and airport facilities into local communities).

In the afternoon, Karl Linn's slide lecture contrasted views of the environment as a determinant of urban form and human action with views of the environment as a resultant of man's creative intervention.

Week 3: August 16-20

### Design and Delivery of Social Services

This segment on the design and delivery of social services included overviews of the division of responsibility among levels of government and among the public, private, and voluntary providers of social services.

The week began with a review of established municipal service functions. Panelists then examined the impact of local coordinative approaches like Model Cities and

community action agencies. The week concluded with explorations of alternatives to the historic functions of municipal bureaucracies such as direct income transfers to individuals, community development corporations and revenue-sharing among units of government.

On Monday, Robert Morris' overview lecture provided a framework for the day-long explorations of particular urban services. The enrollees then selected one of six social and municipal functional areas for the remainder of Monday and the first half of Tuesday's program. The areas of specialization were the following: city and regional planning (John T. Howard), law enforcement and criminal justice (Thomas Reppetto), housing (Arthur Solomon), education (Walter McCann), welfare (Representative David Liederman), and health (Robert Hollister).

Tuesday - 17 August. Michael Lipsky's afternoon lecture delved into aspects of organizational life common to urban bureaucracies to illustrate the behavioral and psychological factors inherent in such roles as teacher, policeman, welfare worker. Lipsky's references and examples were drawn from public employees who deal with citizens in the course of their jobs, and who, while working within an organizational structure, have some independence in discretionary decision-making ability.

As Monday afternoon and Tuesday morning's discussions centered on the bureaucrat's view of the world, Tuesday afternoon's lecture discussed the client's view of the bureaucrat's world.

Following Lipsky's presentation, John Feild described the division of labor and accountability among levels of

government in urban affairs. His description included a brief history of the origin of existing intergovernmental relations and the stresses among the Federal, state, and local levels of government. Feild speculated about the impact of proposed decentralization and revenue-sharing schemes on these relationships. He also described the relative effectiveness of cities and towns and their public interest associations (such as the National League of Cities/ U. S. Conference of Mayors) are effective in the policy-making circles of the Federal government, using as an example the Joint Aerospace Employment Project.

Wednesday - 18 August. Marshall Kaplan described the Model Cities Program from the Federal perspective: the origins, intentions, and national experience thus far. Later in the day, a double panel made up of representatives of two very different Model Cities Programs -- Boston and Cambridge -- examined the Model Cities experience from the local point of view: what the program means to neighborhoods and to City Hall. The panel highlighted differences between Federal government's conception of urban programs and the execution of these programs at the local level.

Throughout the program, ADAPT's afternoon schedule was kept as open as possible in order to facilitate field trips, independent study, and on-site job interviews. On Wednesday afternoon, in response to the enrollees' interest in the application of Forrester's industrial dynamics model to the simulation of urban phenomena, Professor Forrester lectured and answered questions for a two-and-a-half hour session on urban and world dynamics.

Wednesday evening, Robert O'Hare presented a counterpart lecture to Feild's lecture of the previous evening. O'Hare discussed intergovernmental relations between states

and their local governments. Where Feild focused on the local impacts of policy making at the Federal level, O'Hare examined the same process at the state level, with particular emphasis on regionalization of local governmental functions and the professionalization of public services.

Thursday - 19 August. Before the planned program began, Michael DiNunzio of NLC and Marshall Kaplan, consultant to HUD, held an unscheduled informal session on the nature of public employment and the career trajectory associated with professionals in government. The session was prompted in large measure by the concern that had arisen from NLC's distribution of the first directory of job opportunities. DiNunzio and Kaplan responded to the reservations of some participants by explaining the misleading appearance of entry-level job description, and outlined the dynamics of the municipal manpower market.

The formal program was resumed with an exposition and analysis of citizens' participation. The thrust for citizens' participation and community control of local functions, the panel pointed out, has emerged in all parts of the country, engaging all income levels and social classes, and leading to increased partisan political activity. The implications of this process for rationality and professionalization of the public services was a prominent topic for the morning panel. The panel included persons who have studied citizen participation in the realm of education (Marilyn Gittel), of transportation planning (Frank Colcord), and of Model Cities (Marshall Kaplan).

Friday - 20 August. The week-long examination of the delivery of urban services concluded with proposals

which -- drawn to their logical conclusions -- would eliminate many of the organizations which now design and deliver such services. The morning panel conducted an assessment of several alternatives: intergovernmental revenue-sharing (Lawrence Susskind), regionalization (Robert O'Hare), community development corporations (Geoffrey Faux), and direct income transfers (Leonard Hausman). Friday's panel described the potential impact of these reforms on local government and politics.

Friday afternoon, Marshall Kaplan discussed the complicated problem of determining whether or not a social program is working and whether it is doing what it was designed to do. Kaplan pointed out the difficulty of developing such measures, drawing examples from his consulting practice.

Week 4: August 23-27

#### Agency Management and Change

One of the objectives of the orientation was to review the opportunities and constraints on individual action in expediting innovation and change in public institutions and services. The last week was devoted to a general view of how agencies deal with change and what strategies are available for precipitating change in public agency setting.

Panelists with experience in bringing about specific innovations in municipal agencies, related the substantive and methodological issues involved. Lecturers compared managerial styles in governmental agencies with those in private industry. One day was devoted to examining ways in which individuals adapt to the distinctive requirements

of public agency employment and remain effective professionals. The program concluded with a general view of some of the sources of technical assistance and professional in-service training available to municipal staff agencies.

(The NLC-arranged on-campus job interviews all occurred during the final week in August. In all, interviews for 70 positions were held by agency representatives from Boston, Cleveland, New York, and several locations in Wisconsin. NLC coordinated the interviewing, using the facilities of the MIT Placement Bureau.)

Monday - 23 August. Many enrollees were new to public employment and to the management of city, state and local government, having had most of their professional experience in industry or in the nonprofit sector. To offset this lack of experience, Anthony Downs compared the management of governmental agencies and public enterprises with modes of organization and operation of private firms and nonprofit institutions. His lecture examined the relation of agencies with their local political environments and client groups. The environment within public agencies was also discussed since it has a strong impact on managerial styles and on attitudes toward innovation and change in the public services. An extensive question period focused on a number of issues: housing, race relations, and the fiscal problems of local governments. Downs drew many examples from his consulting practice and from his work with government commissions.

Tuesday - 24 August. Tuesday's panel described attempts to incorporate innovative management methods in agencies of local government. The panelists, each with local government experience in either staff or consultant positions,

drew examples from the fields of operations research (Alvin Drake), planning-programming-budgeting systems (Kent Colton), and management information systems (Myron Weiner). James Hester reviewed the use of such systems in the Housing and Development Administration of the City of New York. The panelists stressed the "people problems" that appear when new ways of operating are introduced, as well as the discrepancies between substance-oriented and method-oriented styles of intervention and the conflicts between outside consultants and staff experts.

Tuesday afternoon, Ron Walter demonstrated the use and abuse of urban data, drawing examples from several well-known studies.

Wednesday - 25 August. Edgar Schein suggested ways in which individual professionals can encourage themselves and their agencies to be more receptive to innovation and change. Schein used the audience of enrollees as a laboratory to demonstrate characteristic behavior of people in situations of uncertainty.

That afternoon, the program addressed the situation of the professional who finds himself -- possibly for the first time in his career - in a politically sensitive position which may require departures from the conventions of professional practice. The speakers that afternoon pointed to the need to integrate rationality and social effectiveness, efficiency and equity, and professionalism and political accountability in public service. Marvin Manheim, a design theoretician, suggested ways of widening the scope of professional decision making to incorporate political and social information. Joseph Vitt contrasted his early career in an industrial research setting with his current work as an assistant to the Mayor of Detroit.

Thursday - 26 August. This day had been kept open in order to accommodate enrollee requests for additional or repeat speakers or program events. The enrollees asked Aaron Fleisher to develop further his views on the nature of system simulation of physical and social phenomena. Participant interest in Forrester's Urban Dynamics lecture suggested to the staff that Forrester's presentation be complemented by a further examination of urban dynamics as a means of aiding urban policy decisions. Herbert Weinblatt provided a review of several evaluations and extensions of urban dynamics analyses.

Later in the afternoon, MIT President Wiesner introduced Representative Margaret Heckler of the 10th Congressional District of Massachusetts to the entire ADAPT assembly. Following brief remarks on Congress' views of technological manpower redeployment, Mrs. Heckler answered questions from the floor with Dr. Wiesner acting as moderator. After the general assembly, Mrs. Heckler met with the Massachusetts enrollees in a smaller session, where problems specific to New England were discussed.

Thursday evening, the entire group of enrollees, the staff and guests took a guided tour of Boston Harbor. The waterside view of the city and the tour narration provided an opportunity to study the physical development of the Boston region.

Friday - 27 August. The morning's panel acquainted the enrollees with organizations and programs available to public service professionals who wish to improve their technical skills. These organizations have spurred the development and dissemination of new ideas in the management of public agencies, largely through publications and in-service courses. The International City Management

Association (J. Robert Havlick); Public Personnel Association (O. Glenn Stahl); Municipal Finance Officers Association (Donald Beatty); and the American Society of Planning Officials (Israel Stollman) were represented and distributed sample materials and descriptions of technical assistance services.

An hour-long awards ceremony was held on the last afternoon of the month's orientation. Awards and symbols of distinguished participation were bestowed on enrollees nominated by fellow enrollees.

The final event of the afternoon was a two-hour review of the nine sessions of the APEX computer gaming simulation. Play and outcomes were analyzed, and observations of players and role coaches recorded.

## V. ANALYSIS OF PROGRAM DESIGN, LOGISTICS, AND COMPONENTS

### Introduction

The planning for Project ADAPT was based on a number of assumptions about the structure and content of the program itself, and about the ability of skilled technical professionals to adapt to new career directions. Analysis of the program and its impact on the participants provides insight into the validity of these assumptions and may offer guidelines for the planning of future programs of this type.

Our review will focus on the effectiveness of the overall program in accomplishing its purpose of orientation, on the individual elements of the program, and on the impact of the specific organizational arrangements employed. In particular, we will consider the curriculum -- the selection of an orientation approach rather than a job-training effort; the participants -- their selection, personal development, and job opportunities; and the logistics which appeared to affect the outcome of the orientation.

Two evaluation techniques were employed in the process of assessing the events of the ADAPT program and will form the basis of this discussion. Participant evaluations of program activities were solicited from those who felt a strong opinion concerning any aspect of the program; similarly, the staff was encouraged to write out their comments and submit them to the evaluation team. Since these observations were made intermittently on a voluntary basis, and since they were obtained from a group whose size and composition varied over time, they cannot be statistically ordered and substantiated.

A second, more systematic but less spontaneous method involved a survey of all enrollees administered at the beginning and end of the orientation. The survey dealt in part with participants' understanding and expectations of their prior and prospective work environments. A portion of the surveys asked for comments on the orientation itself.

### Program Design

ADAPT's curriculum design was based on two assumptions. One was that the methods of management and technology acquired by the enrollees in their aerospace employment were adaptable to urban purposes. Thus, the curriculum design focused on the differences between the two job environments through an overview of the complex conditions in which the urban professional works. It was assumed, moreover, that this complexity would best be conveyed by exposing enrollees to a variety of views about urban problems and solutions, rather than propounding a single orthodoxy.

Guided by these basic assumptions, the ADAPT staff built a curriculum around salient aspects of the urban environment rather than producing a specialized training program or focusing on particular methods or issues. The program elements were presented largely in dialectic form -- offering polar views of an issue to illustrate the range of opinions and to portray the problems of working in a politically volatile environment.

This approach to curriculum design appears to have been generally successful. Comparison of the participants' expectations of urban jobs with their view of aerospace jobs, for example, indicates that the ADAPT experience had an effect on their perceptions: their sense of the differences between jobs in the urban field and in aerospace tended to be heightened and their perceptions of the urban

work environment as stable and constrained tended to be reduced. The survey results also indicate that Project ADAPT succeeded in giving its participants an improved understanding of basic knowledge about the urban field and a more precise awareness of the role of technical methods in urban agencies.

The participants, themselves, expressed a sense of general satisfaction with the curriculum design. A typical participant response to the program was the following:

"In general, I have completed the program with an increased awareness of the problems which surround us and a whetted appetite for knowledge to assist in their solution."

Most participant-reviewers felt that they had learned from the overall program.

The participants tended to favor the "breadth and diversity" of the ADAPT curriculum. In one participant's eyes:

"The approach may be stated as follows: Here is a considerable amount of material we shall give you; you are not required to know it all...you are mature enough to recognize that it is in your interests to learn as much as you can."

At the same time, this "generalist" orientation was often confusing to the enrollees, since it violated their initial expectations about the program. Many enrollees had arrived expecting specialized training programs keyed to specific urban tasks. For example, the suggestions volunteered by participants for additions to the curriculum included the following specialized areas:

- technology planning (control, flow patterns, etc.)
- pollution control (equipment, new vehicle designs)
- public utilities planning

- the technology of service delivery systems
- simulations and forecasting
- more case studies
- management tools
- housing production systems
- budgeting techniques

Although the planned curriculum and the expectations of many participants differed, the decision to focus on the urban environment in general, rather than a particular set of technical topics, seems to have been justified. In fact, the participants were generally undergoing an extensive personal reorientation which seemed to be served by the general and diversified approach the program offered. This process of personal reorientation, moreover, is probably insensitive to the particular subject matter of the curriculum, and rather more dependent on the method of its presentation, the range of opportunities it provides, and the quality of enrollees' interaction with faculty and staff.

The personal -- rather than strictly intellectual -- use of the orientation curriculum may indicate that participants would have benefitted by a more structured intellectual framework for the presentation of issues. In the absence of a structured framework for perceiving issues, participants often became confused and discouraged. In light of their general personal disorientation and the breadth of the urban field, they could often not comprehend the direction or purpose of certain program elements. The inclusion of additional overview sessions, participant preparation prior to lectures, and a curriculum structured around more traditional academic topics and formal methods might have provided additional guidance to participants trying to respond to the issues being presented.

## Professional Development of Enrollees

Throughout the planning and design phase of the ADAPT program, the staff assumed that the program would principally sensitize participants to the issues within a new professional environment and provide information about the urban field. The results of the two surveys suggest that these objectives were achieved. A great deal of change, for example, was observed in the participants' responses to questions intended to measure attitudes toward urban issues. Responses to the second questionnaire (administered at the close of the program) show increased awareness of distinctions among the strategies employed to combat urban problems. For example, public welfare, at first seen by the participants as a state-local matter, was seen in a second questionnaire as a Federal problem. Law enforcement, however, came to be seen less as a Federal or state problem and more as a regional one. The participants' perception of the "most effective urban policy," too, changed. In general, they tended to focus less on technical and industrial or fiscal approaches and more on service delivery and social intervention. Along with a greater familiarity with terminology and a generally accepted knowledge of urban issues, participants became more aware of the limits to effective action in urban settings. The project appears therefore to have informed the participants and, to a modest degree, to have produced attitudinal change.

Though the project was successful in meeting the objectives of informing the participants and producing attitudinal change, the most significant transformation in enrollees occurred in their increased ability to envision their potential roles in the urban field. In questionnaire responses, only 29 participants (16%) failed to change their desired field of endeavor, only 30 (16%)

indicated the same type of agency both times, and 33 (18%), the same type of role. In general, the roles participants reported at the end of the project conform more nearly to a considered assessment of the opportunities available in urban service agencies and the kinds of skills the participants can offer.

This personal role adjustment was not an anticipated consequence of the orientation, but rather a result of the participants' development of their own uses of the program. This additional function of the program suggests a further requirement for a personal counselling function. As each participant discovered the range of talents he might bring to the urban job market, individual guidance was needed but not always available. Lacking professional counsel, the group tended to provide its own psychological "self-help." Said one:

"I sense that uncertainty about employment dilutes the cognitive value (of the orientation). There is need for gripe sessions and focused group therapy encounter, particularly re: relocation and reorientation."

While participants in Project ADAPT were attempting to form self-images of their new roles in urban agencies, they retained a strong and divergent set of self-images about their former roles in aerospace and defense industries. From the inception of the program, enrollees were annoyed by the MIT and NLC staff's reference to the aerospace field as if it were one homogeneous occupational category. In fact, the participants' prior organizations ranged from electronics firms to "think tanks" and space-flight projects -- a range of personal roles with as little in common as jobs in public service. This diversity is reflected in the various references the enrollees made to themselves in the evaluation forms submitted to project staff: "engineers,"

"scientists," "technologists," and "technicians." As one participant commented:

"I suggest a one-page brief on what an 'aerospace engineer' is. I've been in the communications business (cables, radio, space, etc.) for 25 years, and for the last nine years in the Apollo Program, and I don't know what this category is. Too many disciplines and functions involved..."

In general, then, the "conversion" which participants underwent in Project ADAPT affected their personal identities more deeply than program planners expected, so that several unanticipated needs became apparent. More personal counseling would have strengthened the program. In addition, the need for a better understanding of the aerospace occupational structure suggests that perhaps a joint aerospace-urban staff would have functioned more effectively to focus on the salient role changes the participants faced. These criticisms, however, are made in light of evidence that, with respect to personal development and sensitization, the extent and the favorable character of the program's impact on individuals exceeded expectations.

### Job Placement

Project ADAPT was conducted as a concurrent but organizationally and geographically distinct component of the Joint Aerospace Employment Project. Project ADAPT was separate from the job matching and placement process, both by administration and by distance, a separation agreed to early in contract discussions and reflecting a presumably efficient division of labor.

This division of job placement and education was, however, the most often articulated source of anxiety and dissatisfaction on the part of the participants. Issues

of job development and placement were raised daily throughout Project ADAPT. Many individual speakers, when questioned from the floor, were pressed for job openings. Panel and small group discussions, too, were often diverted by enrollees' questions about job prospects. Although most enrollees were embarrassed by the "bad manners" of the job-oriented questioners, virtually all expressed continuing concern over the prospect that jobs were not forthcoming. When on-campus job interviews proved fewer than anticipated, morale declined.

During the course of the program this kind of anxiety tended to erode the participants' confidence in the placement process in general. In their own evaluations of the program, the participants' criticism took three forms:

- 1) mention of an apparent disorganization of the NLC process
- 2) feelings of being uninformed or misinformed about jobs
- 3) general fear that the matching process was being handled by "amateurs"

The problem of job placement often interfered with the work of the orientation program. In addition to the interjection of job hunting into the program meetings, there were other indications of diminished enrollee morale -- reduced attendance in the final week, some feeling among the project staff that questions became less incisive, and a rise in requests for job counselling.

Clearly, some aspects of the job placement problem lay beyond the reach of the program planners. The extent of the disparity between the participants' job aspirations and the urban job market, for example, could not have been resolved within the Joint Project's budget. To an extent, too, the delay in producing those jobs which were available was unavoidable within the limitations of available staff and budget.

Several aspects, however, were subject to design. Perhaps the most serious controllable shortcoming of the relationship of job placement to the orientation was the decision to isolate it institutionally and geographically. Had the job placement been accomplished in an accessible location so that it was visible to program participants, much of the anxiety might have been reduced. While the nature of the relationship between MIT and the NLC/USCM made this separation necessary, future programs of this type might be strengthened if the orientation and placement efforts were more closely coordinated.

### Orientation Structure and Logistics

The arrangement of the day-to-day events in Project ADAPT was intended to meet the needs of a diverse group of participants in a limited span of time. The program planners assumed, for instance, that participant sensitization to urban problems would best be accomplished if a diversity of

program elements were employed and some "choice" provided to accommodate varying levels of participant experience and interest. A balanced program of classroom exercises, field trips, informal discussions, and gaming simulation was developed and students were encouraged to select from among alternative program options at various points in the schedule.

Employing a variety of program elements seems to have served the majority of participant interests. Enrollees who found the film series confusing or unsatisfactory were able to devote extra time to developing APEX roles; others substituted field trips for lectures which covered material already familiar to them. In general, however, the majority of participants would have been satisfied with only the more highly structured program elements -- lectures, panels and forums. The more experiential elements -- such as games and field trips -- may have served the interests of a smaller number of enrollees.

Providing a range of optional program elements addressed diverse participant needs, but placed a large burden on the enrollees themselves. As participants pointed out, for example, a large lay group cannot be expected to make choices and discipline itself without either guidance or prior preparation. Forums, field trips, small groups, and other informal sessions, moreover, depended on the participants' "ability" to select and, to some extent, structure an experience. Most of the enrollees who commented on the orientation regretted that these latter activities were not more highly prestructured and felt that the schedule was generally too flexible. In part, participants seemed to be evoking images of their own more traditional academic experiences; they had expected a return to the academic style of their own technical curricula of the 1950's or earlier. In part, too, they recognized the problems inherent in offering

an open system to a large group with no previous experience in the field.

The logistics of conducting Project ADAPT affected the orientation not only in the detailed content and structure of the program elements, but also in the scheduling and "packaging" of each presentation. The participants themselves observed that program supporting materials and the style of faculty members had a great impact on the course of their orientation to the urban field.

The background of aerospace participants, for example, seems to have led them to gauge the importance of material partly by the "professionalism" of its presentation. As a result, most procedural criticisms by participants dealt with their feeling that the ADAPT exercises had been planned that sessions appear professional and efficient in use of participants' time. In most cases, concern with this kind of procedure overrode concern with the more basic content built into the orientation. These logistical areas, on the other hand, were the most visible program attributes and affected participants most directly in the short-run.

In the ADAPT case, the program planning time available was most properly used in developing the curriculum itself. Future programs would probably find additional attention to logistical details a useful means of eliminating "distractions" among a group of trainees who appreciate "technical efficiency."

This concern extends particularly to the scheduling of events. The ADAPT curriculum was planned to be a highly dense schedule of activities stretching from 9-9 each working day. Despite early concern that the schedule was too demanding, the choice of a dense schedule proved to be highly successful. Participants, used to a "project mentality" -- as they put it -- felt that the ADAPT program

was too "loose," if anything. They complained, for example, that sessions began too late in the morning (9:15), introductions consumed academic time, and lunch breaks were underutilized. The ADAPT group would have attended formal events scheduled during weekend and meal-time, had the staff not felt it important to provide "free" time for individual study, travel, and job exploration.

The inclusion of both commuters and non-commuters in the participant group provided an opportunity to evaluate the effect of dormitory versus off-campus residence on participation in orientation activities. Evaluation of the participation rates of the ADAPT group suggests that no significant differences existed between dormitory-based and commuter participants. Both regularly participated actively in all events, statistically significant differences in attitudes have not appeared, and both groups formed cooperative organizations for job searching.

In general, the logistical support for the curriculum of Project ADAPT functioned effectively. While detailed analysis of each element is considered separately, it seems clear that most elements contributed to a successful orientation. It appears, moreover, that a program of this nature can be conducted either on a residential basis or on a commuter basis and still be well-attended for as long as 16 hours per day. The main logistical concern, then, focuses on providing media which do not detract from the flow of information, and, for this purpose, highly-structured formats and well-packaged supporting materials seem important.

## ANALYSIS OF COMPONENTS

### Panels, Lectures, and Discussions

#### Intent

Lectures and panel discussions were used to identify and expose the variety of views that surround each issue area. The intention was to avoid propounding a single urban doctrine and, rather, to provide multiple viewpoints on major urban issues. These considerations prompted the choice of the speakers; each participant was an expert in his field and had developed his viewpoint through experience with particular constituencies in urban controversies. Lectures were generally intended to introduce new issue areas or to synthesize material previously covered; panels provided direct opportunities to present a number of views on a single issue.

#### Description

Panels and their counterpart small group discussions occurred on nine of the twenty days. In general, the smaller group discussions (an average of 30 students) -- held at different locations on campus -- provided panelists with opportunities to answer questions and further develop issues first brought up in the larger and more formal meeting.

Eight lectures provided overview or keynote presentations; another nine lectures examined specific topics in some detail. All lectures were presented to the enrollees assembled as a basic "core" curriculum; differentiation and opportunities for individuals to elect their own

"course" occurred when a choice was offered for a two-day "specialization" in one of six functional areas: housing, health, city and regional planning, law enforcement and criminal justice, welfare, and education. Afternoons and evenings of the 20-day orientation provided other opportunities for individual enrollees to pursue interests through a choice of field trips, gaming simulation exercises, an evening urban film program, an evening forum series, and the two-day City Reconnaissance.

### Critique

Lectures and panels were generally successful in presenting diverse viewpoints. Participants responded most enthusiastically, however, to older, "practitioners" in the field.

Most often mentioned in participant comments were those panelists labeled by the enrollees as "old pros," those seen as experts with specific information to impart and not directly as agents of sensitization. Thus, issue-oriented speakers were regarded as less knowledgeable than those who shared experiences and offered "answers." Age was a related filter: younger speakers were often cited as "immature panelists advising mid-aged personnel." Several participants commented that they related best to those teachers who reminded them of their college days.

These older, more experienced speakers, describing their experiences in the field appeared to provide effective "role-models" for participants, and thus, strong sources of attitudinal change. Enrollees tended to be surprised by the existence of such expertise

("command of material") in the urban field, which they previously had viewed as soft and fuzzy. Often they were able to envision their own potential roles in the field more clearly after an interchange with a speaker whose qualifications they could respect.

Both staff and participants were critical of the small sessions following panel presentations. These groups tended to be too unstructured to provide an in-depth discussion of issues raised by the panel. Staff reviewers were especially distressed at the "personalization" of question-answer sessions and small group discussions. One staff member commented that about "70% of those present contributed at least once, but 20% talked 90% of the time." In general, most staff members expressed regret that the smaller sessions abandoned a comprehensive view for personal interests, and that academic points failed to be pursued. A need was recognized for more preparation and academic emphasis perhaps through reading and quizzes. The enrollees themselves felt more comfortable with these traditional educative devices and suggested that discussion of specific reading materials, prepared in advance, would have made group discussions more useful.

### Library and Bibliography

#### Intent

A selection of representative texts, reference materials, bibliographies, and state-of-the-art articles in fields of urban studies and planning was presented to the ADAPT enrollees for use during August and for later reference. It was our assumption that participants in general would not "learn" primarily from written material, but that reference material

should be available for their use. The selection of representative articles and bibliography given to each enrollee was designed to be a "continuing education" for enrollees on the job.

### Description

Shelves in the Rotch Library of the MIT School of Architecture and Planning and in the MIT Student Center Library were set aside expressly for the use of Project ADAPT. Special arrangements were made to obtain cards for enrollees which would allow use of library facilities throughout the Institute (a privilege not normally extended to summer program enrollees).

With the cooperation of the librarians, shelves were arranged in two sections. The first consisted of resource materials and did not change over the orientation month. For the second, new material was added each week. The resource shelf included general overview information. The weekly shelves were integrated into the daily programs consisting of articles and books identified in bibliographic materials for the panel or lecture (see Appendix E).

Enrollees were informed of the library locations and hours at several points during orientation. For Rotch Library, hours were essentially congruent with those of Project ADAPT - 9:00 to 5:00 most weekdays, and a late evening once a week. The Student Center Library, however, was open at all times.

Bibliographies presented to enrollees consisted of reading selections which seemed most representative of the field and was designed to be useful in on-the-job training situations.

## Critique

Bibliographic materials appeared to be used by enrollees. Likewise, state-of-the-art articles were read by many during the course of the project and were saved for later perusal by most of the enrollees. Some participants recommended more directed bibliography, designating priorities for study -- some books for homework, others for later reading.

Participants appeared not to use library resources, however. Certainly less than 10% of the enrollees regularly used the facilities, according to library staff estimates. Underutilization of library facilities may be explained by several factors:

- 1) Men received enough reading materials in their file folders to fully occupy the few reading hours available after the usual 10-hour day.
- 2) Commuters -- half the enrollees -- were less likely to miss dinner at home for a book than for a lecture.
- 3) Visitors to the Boston area -- the second half of the enrollment -- spent free time in exploring the new urban environment.
- 4) The readings were designed as supplementary, not primary sources of orientation. (In this respect, the program at MIT differed from that offered at Berkeley.)

In summary, the library readings were viewed as a supplement and a back-up to activities to ADAPT and were not integral to its operation.

If the MIT program had structured its lecture, panel and discussion programs to presume preparation

by enrollees, directed reading would probably have occupied more program time. Both participant and staff comments indicate that some required preparation would have made small group discussions useful. Many enrollees indicated also that they would have liked time to prepare prior to the MIT program in the form of required readings and exercises.

The real value of the library and bibliography portion of ADAPT may be seen when men begin work on the job and seek resources to amplify their skills and particularize the general sensitivities developed during the orientation. Hence, a final critique awaits the completion of the evaluation research.

## City Reconnaissance

### Intent

City Reconnaissance was designed to help participants perceive the heterogeneous and dynamic qualities of the city, to see the city from a user's point of view, and to experience ways of gaining an understanding of urban areas by on-the-spot observation, deduction, and discussion.

The first day focused on an overview of the Boston region with emphasis given to land-use, transportation networks, people, and sensory aspects.

The second day focused on individual neighborhoods in the metropolitan area with an emphasis on observer and resident perceptions of socio-economic conditions, public services, local activities, the natural environment, and the historical and possible future context of the 16 neighborhoods.

### Description

Day One: Briefing: Eight loop-tours along public transit routes in Boston and its suburbs were devised to cover a wide range of area towns and communities. About 25 participants were assigned to each route and were further subdivided into groups of 5 for travel along the route (see Document 1 in Appendix D). The participants were given a list of "urban questions" the day before the Reconnaissance began (Document 2). On Day One the teaching assistants (TA's) briefed the travelers on the nature of the Reconnaissance, described the route briefly and distributed a transit map and notebook to

each person. Each person was asked to keep his own travel log and, within the groups of 5, to choose 5 "keywords" of the 25 available to assist him in focusing on the aspects of regional Boston we wished to emphasize (land use, etc. See Documents 3, 5). Transit fare was distributed.

The participants left in groups of 3-5 (five groups per route) on foot, by transit, and in one instance by bicycle. The actual travel was unescorted by any ADAPT staff, although one staff member remained on call at MIT. The journey took from 5-7 hours for those who followed the suggested routes. Some groups amended their routes to bypass difficult transit connections, or to curtail the route (it was a 90° day). But for the most part, the five groups took similar enough routes to compare their experiences with others who had taken that route.

Debriefing: After dinner, the participants met with their TA and the other persons who had taken their route. Each group presented a one-page summary of their day and a simple "keyword" map. The five groups each compared their perceptions and maps. They then discussed the urban questions and finally reconvened with all persons from the other seven routes and a representative from each of the eight routes presented a short summary and led discussion of some general urban issues.

Day Two: Briefing: All participants met with a TA who gave a brief description of the neighborhood and the method of observation (Documents 6, 7). Participants each chose one or two specific focus items from Document 7, and went to 1 of 16 neighborhoods in groups of 10-13 persons. Each group was loaned a Polaroid camera for the day. Once in the neighborhood, they scattered to research their focus items: they were encouraged to speak to as many residents and storekeepers as possible,

and to garner their information from observation rather than official statistical documents.

Debriefing: Participants reconvened about 3:00 p.m. at MIT to discuss the day with their group and a TA. The participants then constructed a display board for each neighborhood with relevant quotes, observations, artifacts, photographs, and background data sheets previously prepared by the TA. The 16 display boards were then mounted on a two-story high series of platforms in the main entrance lobby at MIT for further comparison and for additional comments by other members of Project ADAPT and by the MIT community.

### Critique

In general, the intended objectives seem to have been met, and the format of city travel was a successful method for providing the firsthand observation of the Boston region and its neighborhood. The directions were open enough to provide for individual approaches to the journey, yet precise enough to permit comparison among those who had taken a particular route or visited a particular neighborhood. For both days, participants regretted the lack of time to make intelligent observations and evidenced some confusion about the precise purpose of the Reconnaissance. The briefings should then have included a more extensive explanation of the objectives, preferably on a day prior to the trip. The actual logistics were simplified as much as possible: additional logistical information (directions, time estimates, etc.) might have been a comfort to those who seemed confused about the route. (However, this might have conflicted with the objective of a field experience that relied mainly on independent observation and exploration.)

Day One: The routes seemed unbearably long to a number of the travelers, largely because the day was so hot. Some options for shortcutting the trip might have been included. The "keyword" system was generally useful for categorical focus, but the map display was, in itself, inadequate for sharing this information. Supplementary discussions of the categories (land use, etc.) were needed. (See Document 3 for map format.) The summaries and urban-question discussions were engrossing, and seem to have been abruptly curtailed by the all-groups panel which was unsuccessful. It was difficult to compare the 8 experiences, and the participants were quite tired. A panel to discuss the "general urban questions" in light of the trip, should, if included, be presented 1-3 days after the two-day Reconnaissance.

Day Two: The neighborhood visits seem to have been more coherent to the persons involved than did the regional excursions (probably because the focus-items were more specific). There was some tendency for the visitors to rely on City Hall handouts instead of their own information. The display construction seemed enjoyable to most (with one notable exception, who deemed it a "fascist play period" and left), although it precluded any in-depth discussion of the focus items. Perhaps the display construction should follow a discussion session: the two were intermixed in this experience. The time allotted in the neighborhoods was inadequate for the span of the focus items (about 5 hours). An alternative approach would explain definitively beforehand that the objective is exposure to new techniques of observation rather than the routine accumulation of precise data. (Some of the Polaroid cameras didn't work, but this was not a serious hindrance.) Finally, because

of other meetings scheduled, the second day ended with no specific event. Some sort of relevant celebration is in order as a finale.

## Field Trips and Evening Forums

### Intent

To take advantage of its location in a metropolitan region of 3 million persons, Project ADAPT organized two forms of voluntary participation both to bring the city to the enrollees and to permit the enrollees to enter otherwise inaccessible offices and activities of state and local governments and voluntary organizations. The advantage of voluntary participation was to permit a degree of personal choice in an otherwise highly structured 20-day orientation. (See Appendix K for summary of participation in forums and field trips.)

### Field Trips

#### Description

The field trips were arranged in advance with key agencies designing and delivering a variety of urban services in the Boston region. The purpose of the field trips was to examine agencies in operation and to gain a sense of operating difficulties and management problems as they occur on the job.

During July, project staff had identified sites, developed itineraries and arranged for transportation, and initiated on-site liaison for approximately 30 trips to 15 sites. Several locations were visited by more than one ADAPT group (see Appendix for sites and objectives of field trips).

## Evening Forums

### Description

Evening forums were intended to provide informal meetings between enrollees and urban practitioners. The principal guest at each evening forum was either an elected official or a responsible executive of a major urban service agency; for instance, mayors of nearby cities, directors of state and regional authorities such as transportation, courts, and resource development.

The subject matter of these meetings -- limited to 20-25 enrollees per session -- is more fully described in an Appendix to this report.

### Critique

In general, forums seemed to have created active interchange between participants and forum guests. The evening forums were probably the most enthusiastically received of all program elements: meeting public officials informally apparently dispelled much cynicism and mutual suspicion. Forums were also easily arranged and administered and provided much needed opportunities for enrollees to explore personal interests and issues.

Both staff and participants felt that the forum experience should have been expanded to include more sessions. For those who could not participate, evening forums were a source of particular frustration. According to one participant, "a more equitable method should be devised for participation in forums or they should be discontinued." Many enrollees disliked having to choose among forums with insufficient knowledge of the speakers or of their own future interests

in the field. In general, a larger number of meetings with practitioners would have proved a valuable career counseling role and provided a useful adjunct to the academic curriculum.

Field trips tended to constitute a considerable expenditure of staff time and effort. Advance arrangements with field sites or agencies, for example, were difficult to make when participant demand was not yet known. Often bad weather, conflicting activities and participant interests made it impossible to coordinate field visits with the content of panels or lectures. The resulting field trip program served only a small number of participants, and cost large quantities of staff time in providing up-to-date opportunities and in recruiting and organizing participants.

## Urban Films

### Intent

The project's intent was to provide films related to urban issues and relevant to topics covered in lectures, panel discussions, and small group discussions of Project ADAPT. These films were to be presented two evenings a week, at a regular time, for an average of three hours. Wherever possible, film topics were to coordinate with other orientation topics, but films were viewed as less a pedagogic device and more a form of structured recreation.

### Description

The film series was designed to present as diverse a range of issues and viewpoints as the orientation itself. The general procedure was to present a film, sometimes with a short introduction, and then discuss it if participants seemed interested. A schedule and precis of the films is included in Appendix G.

The wide range of political and social attitudes among the participants resulted in some stimulating discussions after films. Films such as "People's Park," a case history of a crisis in the Berkeley community, which culminated in armed intervention by police and National Guard units, produced debate among participants about the viewpoints represented in the film. In this case, teaching assistants were able to organize a discussion of the causes of civil disorders. Other films offered similar opportunities for discussion of current urban issues.

Attendance at the urban movies ranged from 60 to 120; on nights when APEX was not being played, attendance was particularly high.

### Critique

As structured, the film series provided neither consistent recreation nor direct opportunity for discussions of the urban field. Both staff and participants commented on the necessity of tying an urban film series more closely to the academic curriculum. Participants felt uncomfortable with a program element which lacked hard practical information and which did not directly follow the subject matter of lectures, panels, and discussion groups. They felt particularly that commentary which pulled films together into a coherent presentation would have made it more obvious what the films were "supposed to do."

Where participants were not aware of the "place" of a film in the academic program, the film series tended to become a source of frustration. Many participants felt that a "balanced" selection of films would have been more useful and less frustrating. One reviewer was disturbed at the "futile" feeling created by seeing only one side of a particular issue.

Case history films were the most effective element in the urban film program. Unless presented in limited exposure, however, they contribute to a sense of frustration at the unfinished business of the city -- too many loose ends, too many resolved questions. On the basis of the ADAPT experience, it seems that where case history films are used, it is perhaps best to have a person familiar with the conditions portrayed available to act

as a resource in subsequent discussion. Case history films, such as "Troublemakers," are ideally suited for use with small group discussions.

Films presenting a popular, even if innovative, idea, such as those with Lewis Mumford, were also generally well received. Being orderly and presenting a fairly consistent image of what might be, such films gave the viewer a comfortable feeling of hope for the city.

## APEX (Air Pollution Exercise)

### Intent

Participation in the METRO APEX gaming-simulation was intended to be an active learning experience for ADAPT enrollees. The primary objectives were to give participants experience in dealing with a type of environment in which they will be expected to operate and to allow the ADAPTERs to experiment with various problem-solving strategies. Games are especially useful for these purposes since they allow players to participate in decision-making roles that are different from their real-life roles, without responsibility for the consequences of their actions.

Computer-aided games like APEX provide a particularly rich simulated environment. APEX belongs to a genre of games which focuses on the interplay between private and public sector decision-making and illuminates the consequences of this interplay for the physical and economic development of a metropolitan area. "Private decisions" emphasize land development and real estate transactions; "public decisions" focus on creation of operating and capital budgets. Both types of decisions may be further influenced by exogenously-induced economic fluctuations. METRO APEX in particular emphasizes air pollution problems and their control in the broader context of the urban area.

### Description

ADAPT orientees were divided into three groups of 60, each of whom participated in three sessions of 4 to

6 hours each. Allocation to roles in each group was the following:

- I 7 developer teams with 3 per team
- II 5 industrialist teams with 3 per team
- III 1 city planner team with 5 per team
- IV 1 county planner team with 5 per team
- V 1 regional planner team with 3 per team
- VI 1 air pollution control office team with 5 per team
- VII 1 city council team with 5 per team
- VIII 1 county council team with 5 per team

The game continued from group to group to provide a continuity of play and to create interest among players whose own play had ended. About 5-10 participants per group showed enough interest to continue with subsequent groups in later rounds as "bit" players, role coaches, or assistants.

During the course of the game, such problem situations as the following occurred: trials of pollution violators with a practicing lawyer serving as judge; "Hawk Industries," a giant aerospace and defense concern that entered the area and caused pollution; elections of local officials; decisions on referendum questions; and trials for alleged graft and corruption.

### Critique

In general, APEX seemed to be regarded by the participants as a stimulating though diffuse learning experience. Participants tended to become highly involved in their roles, often carrying them over into other project activities and into their free time. Despite the general enthusiasm for the game, though, many players observed that game logistics were time-consuming and tedious.

Much of the challenge of the APEX experience stemmed from the sudden and extensive adjustments which the game required of its players. The participants were required to adjust to unfamiliar roles in a type of decision environment which called for both a new style of reasoning and new terminology. The quality of play and the extent of integration of APEX into the curriculum suffered from the lack of time for participants to adjust to these differences.

Execution of the APEX simulation (and computer games generally) could have been improved with minor changes which future programs could readily incorporate. ADAPT enrollees suggested that, had role instructions been made available considerably earlier, well before the start of the game, their attention could focus better on the problems of decision-making. The staff too, felt that quality of play could have been improved had players had sufficient confidence in their roles to become enterprising. The staff also expressed a preference for expanded coaching and more extensive explanation of the game's mechanics.

## VI. METHODS OF PROGRAM EVALUATION

### Introduction

Over a quarter of ADAPT's total effort is devoted to a documentation and assessment of the orientation itself and of the new careers of the ADAPT alumni. This effort is made in order to inform future decisions in the areas of municipal manpower planning, mid-career education, and the redirection of surplus technical manpower.

Specifically, the evaluation should reveal the particular strengths of intensive, on-campus orientations as a means of expediting mid-career shifts, as well as the limitations of that approach. The dynamics of career change and the problems of lateral entry into public service should also be illuminated by the evaluation effort.

The evaluation began while the program was in progress; the purposes and methods used are outlined in Part A of this section, "Concurrent Monitoring and Evaluation." Results of that work are reported in the section, "Analysis of Program Design, Procedure and Components," and the baseline data gathered will be used through the later evaluation.

The purposes and methods of the continuing evaluation are described below in Part B, "Post-Orientation Monitoring and Evaluation." This section proposes that the evaluation tasks called for in the NLC-MIT agreement be modified. The proposed changes should be made if the unexpectedly low rate and the unanticipated distribution of placements continue. Post-Orientation findings will be reported in full in the final report of the Project, to be submitted to NLC April, 1972. The precise date is to be determined, as is the precise form of the report.

## A. Concurrent Monitoring and Evaluation

The Concurrent Evaluation of MIT's Project ADAPT was designed to fulfill three major purposes:

- 1) to provide baseline data on ADAPT participants. Socio-economic characteristics and employment history of participants, their attitudes toward the urban field, and their familiarity with urban phenomena were surveyed and recorded, to be used as a base for assessing performance during the orientation and on the job. This data can also serve as a mechanism for assessing the NLC/USCM selection process.
- 2) to assist in the development of a review of the ADAPT orientation. Participant evaluations of orientation activities were collected and recorded. Staff assessments of program elements were submitted, along with participant observations of lecture and panel sessions and field activities. An attempt was made to assess the scope of enrollee participation in orientation activities, the success of various program elements, and relationships between participants and staff and among the participants themselves. The participant evaluations and staff assessments are included in Chapter V, Analysis of Program Design, Procedure, and Components.
- 3) to provide a preliminary assessment of the impact of the MIT orientation on participant attitudes and on their familiarity with urban issues.

Questionnaires (see Appendix H) were administered to ADAPT participants before and after the orientation. In each, participants were asked to react to the structure and content of the ADAPT program, the nature of jobs in the public sector, and major urban issues. Change in responses between the two questionnaires constituted one indicator of the effect of Project ADAPT on its participants. The questionnaires centered on the following issues: the participants' views of urban agencies compared with their former work environment, their expected roles in the urban system, their level of understanding about selected urban issues and problems, and their evaluation of the ADAPT program and its content.

The analyses\* contained in this report reveal the early impact of the ADAPT experience and comprises one part of a longer evaluation. The interim findings are offered tentatively in order to provide an early indication of what effects ADAPT has had on the careers -- personal and professional -- of the enrollees.

\*For this preliminary evaluation report, frequency distributions for all data collected were developed, and cross-tabulations made of selected variable pairs. Tests of association (chi-square) were carried out at the 95% confidence level. Nonparametric tests and observation of deviance were used when more formal methods were inappropriate.

## B. Post-Orientation Monitoring and Evaluation

### Overview of the Problems and Needed Changes in Research Design

The formal agreement between NLC/USCM and MIT relating to post-orientation monitoring and evaluation assumes that

- 1) Most ADAPT enrollees would be placed in public service employment by the end of the August orientation or shortly thereafter; and
- 2) Most of the positions would be in Model Cities agencies, with mayors or city chief executives, or in central budgeting or planning organizations that are a part of the executive level of municipal government.

The rate of placement of ADAPT enrollees into public service employment, however, has not met initial expectations. According to the latest report from the League (October 29) only 16 of 186 ADAPT alumni - less than 10 percent - are employed by public agencies. Of the 16, 10 had been on the job by the end of September. These early figures suggest a decline in the rate of public agency placements since the end of the August orientation. Furthermore, the types of positions secured by ADAPT alumni have been more diverse than anticipated during the planning stages of the project. Of those 16 public service placements, two are agricultural extension agents, one is an instructor in a training program at a community college, one is a public utilities engineer, and another is chief systems engineer for a new public building. These early placements may not be typical of future placements, but if present trends continue, the original expectations of the League will not fully be realized.

Those connected with Project ADAPT at MIT are as disappointed with this unfortunate state of affairs as are those engaged in the Aerospace Employment Project at the National League of Cities. Officials at MIT understand that the AEP staff is making every effort to step up the rate of placement.

However, unless the placement rate shifts dramatically upward within the next few weeks, expectations must also be revised about the kinds of questions the Post-Orientation Evaluation can responsibly answer. Methods of data collection and analysis originally deemed appropriate may be rendered inadequate or unsuitable.

Initial planning of post-orientation monitoring and evaluation was based on the formal agreements between MIT and the League of Cities. Criteria have been specified and measures operationally defined to facilitate a reasonably objective, systematic assessment of the impact of the orientation on project participants, their on-the-job effectiveness, and performance in certain professional roles in urban government. To the degree, however, that total placement in urban government jobs fails to equal or exceed approximately 40% of ADAPT's summer enrollment, interpretation of the statistical analysis of monitoring data will be impaired. And to the degree that such interpretation is impaired, claims made on that basis that the Aerospace Employment Program represents a "demonstration" of wide applicability will be unwarranted.

Therefore, several modifications in the Post-Orientation monitoring plan may be needed. The most important of them are (1) a shift toward a more subjective, case-oriented data collection procedure for monitoring the experience of successfully placed alumni, (2) revision of the idea of "technology transfer" to include unanticipated side effects of the orientation program, and (3) expansion of the sampled population to include those

ADAPT alumni who secured public service employment on their own initiatives, returned to private sector employment, became self-employed or remain unemployed. Resulting data analysis would be rendered less conventional and the final report would therefore be more tentative, particularistic and eclectic than originally envisioned.

The next two sections spell out in more detail the way these placement problems affect the research effort and the necessary changes we envision in our post-orientation evaluation design.

### How Placement Affects the Research Plan

Planning for post-orientation monitoring and evaluation has been guided by three main questions:

- 1) How effective is a brief academic orientation as a means of transferring technical skills and management abilities from aerospace employment to local government employment?
- 2) What has been the experience of Model Cities and other employers in obtaining effective performance from ADAPT participants, and how does this performance lead to Model Cities capacity building objectives?
- 3) What types of aerospace personnel perform most effectively in public service jobs associated with management of municipal government (e.g. administration, evaluation, information systems, and other activities enumerated in Model Cities legislation)?

Key terms in each of the questions were defined operationally to increase the objectivity and precision of responses obtained through monitoring and evaluation. "Effectiveness" of the orientation, for example, was defined as (a) improved enrollee vocabulary, (b) sensitivity

to urban issues, and (c) familiarity with successful urban problem solving approaches. "Capacity building" was defined as continued employment and qualification for permanent civil service positions. Aerospace "types" have been defined in terms of age, experience, training, non-work related civic and professional activities, and so forth.

As noted in the previous section, the Concurrent Evaluation would feed into post-orientation monitoring and evaluation by collecting necessary background information, and assessing the initial impact-effectiveness of the orientation program. More permanent effects of the orientation would be measured during Post-Orientation Monitoring. In addition, new instruments would be developed to collect data about on-the-job performance and employer/employee satisfaction. Instruments would be administered to a sample of employees three to six months after placement. An analysis which related differences in background to different levels of performance and satisfaction would provide some answers to the question about the types of aerospace personnel who perform most effectively in specified public service jobs. Using, in short, standardized measures, objective (as opposed to subjective) instruments, statistical sampling techniques, and rigorous analytical procedure, the Post-Orientation Evaluation would produce systematic, relatively objective (in the scientific sense) answers to questions posed at the outset of Project ADAPT.

Methodological difficulties that arise from the unexpectedly low rate of placements must be made clear. First, the generalizability of the results of statistical analysis will be reduced to the degree that the rate of placement fails to increase. Even if all public service placements are included in the sample, the number of

total cases may be so small (assuming only marginal improvement in current placements rates) as to severely restrict the generalizability results of analysis. This problem is critical to the demonstration objectives of AEP.

More than generalizability is at issue, however. The small number of public service placements, in conjunction with the wide range of types of positions, will severely impair efforts to interpret data responsibly. Most of the data will be in nominal or ordinal, rather than in interval or ratio form. This means that multi-variate statistical analyses (e.g. correlation and multiple-regression analyses) are virtually ruled out. Further, the principal form of analysis would be restricted to tests of association (e.g. cross-tabulation). In analyses of this type, the introduction of only two "control" factors in a cross tabular analysis with so few total cases could reduce the number of cases falling into an analytical category (cell) to as few as one or two (...or zero). This is particularly problematic in an analysis of how differences in performance are related to differences in backgrounds of employees. Attempts to isolate critical variables (i.e. to identify types of aerospace personnel) affecting on-the-job performance will suffer.

Theoretically, the problem could be ameliorated with the introduction of comparison or "control" groups and development of a quasi-experimental design. Two comparison groups were discussed earlier in this project: (1) AEP applicants who were selected to participate in the orientation program, but were placed in public service jobs without actually having attended an orientation, and (2) a cadre of twenty or so persons who are reported to have received a similar orientation a year or more ago before placement in middle-management positions in Model Cities agencies.

Practically speaking, however, the control group approach does not appear feasible. Only three or four of the AEP applicants are known to have secured employment in public sector jobs. Moreover, the usefulness of the cadre of twenty as a comparison group is limited by two factors: 1) members of the cadre were different from ADAPT enrollees in several basic ways, and 2) the nature of the orientation was significantly different from the ADAPT orientation. On the average, the group was significantly younger than the ADAPT group. Most of them had recently received graduate degrees in social science or administration. They preferred public service/social action as a first career choice. Their orientation was conducted more directly under the auspices of the HUD/Model Cities Administration, than Project ADAPT, the emphasis was on the mechanics of the Demonstration Cities Program from the Federal point of view. Most of this cadre were assigned to HUD regional offices for a period of time prior to actually assuming positions in local Model Cities agencies. The time and financial costs of identifying other comparison groups outside the roster of AEP enrollees appear prohibitive at this time. Thus the quasi-experimental model seems to offer little promise, when considered in practical terms.

In brief, then, unanticipated difficulties in placing ADAPT alumni in public service jobs may adversely affect the attempt to implement Post-Orientation monitoring and evaluation as originally contemplated. The lag in the rate of placement seriously reduces the generalizability of the assessment of the demonstration. In conjunction with the unexpected range of positions secured in the public sector, it cripples the effective use of objective measures and statistical analysis.

## Proposed Modifications to Post-Orientation Evaluation Design

Post-Orientation monitoring and evaluation of Project ADAPT can be modified in the following ways:

- 1) Shift to a more case-oriented, subjective approach to data collection, in cases where ADAPT enrollees have secured public service employment through the Aerospace Employment Program;
- 2) Revise the concept of "technology transfer" implicit to early NLC-MIT monitoring and evaluation agreements, and incorporate all ADAPT alumni into the "sample";
- 3) Treat alumni of both MIT and Berkeley orientations that were successfully placed in public service jobs as a single population on some dimensions, as comparison groups on others; and
- 4) Make more extensive use of secondary data in interpreting findings.

The first modification represents an attempt to compensate for anticipated problems in statistical analysis arising from the small number of cases, as discussed above. More time would be devoted to on-site data collection. Field interviewers would give more emphasis to in-depth exploration of "conversion," performance, and "satisfaction" issues than originally contemplated. They would be able to interview more local actors and at greater length. Richer experiential and "process" data can be gathered with this approach, despite the fact that comparability between and among cases is difficult to maintain.

The shift to a more case-oriented approach does not obviate the use of standardized research instruments or objective measures. On the contrary, it should enrich the interpretation of an otherwise necessarily thin statistical analyses. Moreover, such interpretative data -

albeit less systematic - may displace the lack of generalizable results with more pertinent, insightful observations that would benefit designers of future programs.

Revision of the concept of "technology transfer" as implicit to NLC-MIT agreements on objectives and methods of project evaluation is not only required by unforeseen difficulties in public service job placement; it is also desirable as an objective of evaluation, per se. The all too easy assumptions that unemployed aerospace engineers would (a) want public service employment after the orientation experience, or (b) accept even the most attractive-sounding job offers in city government, overlooks an important function of such an orientation: helping participants decide whether or not they feel public service is for them a good choice for a new career. Even if the first assumption proves to be correct -- and there is some evidence to the contrary -- a more thorough exploration of consequences related to the second is appropriate to the effort to evaluate Project ADAPT. The August orientation, for example, may have had the effect of helping ADAPT enrollees shape and refine their images of appropriate professional roles for themselves in public service agencies. Results of the Concurrent Evaluation indicate a shift in participants' self-images as manifest in personal resumes. The orientation may have had other effects on the job search process, as well.

Further, the narrow focus on the tandem orientation/job placement approach to technology transfer has diverted attention from alternate modes of technology transfer which might also have been stimulated by the summer orientation. They include:

- 1) formation of contracting organizations or consulting groups to perform services for the public sector;

- 2) rejoining existing aerospace or defense firms in order to assist in development of public service components within those organizations;
- 3) increased understanding of the problems of the municipalities in which enrollees live, and changes in the nature of their involvement in civic activities;
- 4) increased involvement in professional activities designed to stimulate the interest of professional colleagues in public service and urban problems.

Some of these options might be used by both employed and unemployed ADAPT alumni. Thus, upon re-examination the idea of technology transfer can be adjusted to the unanticipated placement situation and, indeed, adjusted to include "transfer" mechanisms that could have been identified in the original Post-Orientation Evaluation design, but were not.

The third modification - merging successfully placed MIT and Berkeley alumni into a single population for certain research purposes - might increase the generalizability of some results of the demonstration evaluation. However, this will require careful thinking and increased coordination of the evaluative effort between MIT, Berkeley and the League. While it would not be necessary to have identical instruments or a single, uniform research design, some congruence of measures and parts of the overall design related to the use of instruments will be required. Even coordinating implementation of a monitoring and evaluation plan with those minimum requirements, however, could be expensive in terms of time and resources.

The difficulties inherent in mounting a coordinated monitoring plan at this stage of AEP development, plus the

problems associated with implementing the original Post-Orientation Evaluation plan require that -- in addition to modifications suggested above -- the analysis of the experience of ADAPT alumni rely more on secondary sources of data than originally anticipated. To the extent, then, that time and resources permit, investigation of relevant literature and consultation with appropriate specialists in industrial relations, public personnel administration, and manpower training, and related fields will be needed.

#### Criteria for Implementation of the Modified Design

Most of the foregoing discussion clearly assumes that the rate of placement of ADAPT alumni into public service employment will not increase substantially in the near future. It is of course possible, however, that this rate will begin to "snowball" through the continued efforts of the staff of the Aerospace Employment Project. This uncertainty creates the need for a specific criteria for making the decision to proceed with Post-Orientation monitoring as originally conceived or to implement the modified design discussed above. Constraints imposed on the original design by contractual obligations, methodological choices made at the outset of Project ADAPT, and research activities already underway all suggest that successful implementation of the Post-Orientation Evaluation - as originally conceived - depends on the placement of a total of approximately 80 ADAPT alumni into public service employment by the end of the year 1971. That means the placement rate must mushroom in the next few weeks.

The time criterion is important for two reasons. First, one of the measures of successful "transfer" is a time measure: continuous public service employment for a period of three months or more. Second, sampling is required three to six months after placement. That means that ADAPT alumni placed in public service jobs in late December could be interviewed or "sampled" in late March at the earliest. And the project's final report is due at the National League of Cities by the end of April. The intervening month will be necessary for analyzing the sampling data and incorporating that analysis into the final report.

The size criterion is important for reasons that have already been discussed. First, the problem of generalizability will be ameliorated to the extent that minimum sample size is approximated or exceeded. Second, the suggested "sample" size provides an approximation of the minimum number of cases required to interpret responsibly the statistical analyses to which the form of the objectively measured data in hand restrict the evaluation staff. In short, both the internal reliability of the statistical analysis and the external validity of the findings hinge on a sample that approximately equals or exceeds that number of cases of public service job placements of ADAPT alumni.

If the number of public service placements does not appear by mid-December to approach the needed amount, a meeting of the evaluation staffs of MIT's Project ADAPT, their counterparts at Berkeley, and the Aerospace Employment Project should be convened to discuss the modifications proposed above. Further, should such a conference seem appropriate, some consideration might at that time be given to the manner in which evaluation activities at MIT and Berkeley

mesh with AEP's own efforts to explore two issues: (a) how was it that such high expectations for the possibility of moving unemployed aerospace personnel to public service employment were created, and (b) what factors were most important in undermining the AEP's efforts to match unemployed aerospace personnel to public sector jobs?

## VII. CONCLUSIONS AND RECOMMENDATIONS

Project ADAPT has - so far as can now be determined - succeeded in meeting its objectives. An educationally innovative, brief, on-campus orientation to urban affairs was devised and executed. Participants in the program, moreover, appeared to acquire enthusiasm for urban affairs as a field of work, an appreciation of the role of professionals in urban agencies, and an increased knowledge of basic urban vocabulary and issues. An evaluation of the educational program has been conducted, and information is available regarding the educational process itself, the impact of the orientation on participants and their reaction to the program.

While it is too early to evaluate the success of the general redeployment strategy employed by the NLC/USCM Joint Aerospace Employment Project, the ADAPT experience provides some important evidence about the effectiveness of a brief university-based orientation. Since participants in Project ADAPT were not a statistically representative sample of the nation's technical professional work force - either employed or unemployed, inferences drawn from the ADAPT experience should not be casually generalized. The adaptation of professional skills to new tasks appears to require both an opportunity for personal orientation and a period of specialized experience with the requirements of the new field. Unless a program can be tailored to fill the needs of a group of professionals whose specific interests and jobs are known in advance, this latter function is probably best filled by on-the-job practice. A general introduction to the issues in the new field and a period of personal role definition appear to be necessary stages, before the professional can efficiently

take advantage of training on the job. ADAPT enrollees experienced considerable attitudinal change during the course of the project and most developed specific career objectives for the urban field. ADAPT experience indicates, moreover, that this process can be accomplished in a brief period, and that a university setting can offer the facilities necessary to its guidance. Particularly, orientation to a new profession requires the presence of a staff whose credentials can be respected by the participants, access to a range of people familiar with the field, and the existence of extensive technical facilities related to the field.

The experience of Project ADAPT also implies a number of specific guidelines for planning future programs of its type:

1. Orientation programs should focus on the broad issues salient to the professional field, offering insight into the environment the participant will encounter in his new role.
2. The curriculum itself should be tightly structured and organized. Participants need a clear view of the objectives of program elements and a sense of their interrelationships.
3. The primary role of the program should be viewed as the personal development and guidance of participants.
4. If jobs can't be arranged in advance, then the orientation program must be closely coordinated with job placement, to insure that placement activity does not interfere with the work of the orientation.
5. The function of transferring professional skills may be best accomplished on a regional rather than a national basis.

The curriculum of future academic career reorientation programs would benefit from the same emphasis on general issues that was employed in Project ADAPT. The diversity of backgrounds and job prospects in any large group of orientees tends to preclude a detailed job-training program. The greatest contribution of the university setting, moreover, seems to be the communication of broad concepts and issues rather than training people in specific skills. In addition, the diversity of opinion and educational styles incorporated into the ADAPT curriculum provides a successful model for future programs, since this type of wide-ranging orientation offers the enrollee a means of identifying and evaluating his personal position on critical urban issues.

Not only should an orientation program be general and diverse, it should also be tightly structured. The program elements of Project ADAPT which were the most successful and respected by the enrollees were those which had clear objectives, well-developed supporting materials, and a well-articulated relationship to the other elements of the orientation. Curriculum design, too, should be guided in part by the prior educational experiences of the participants. A highly structured curriculum which requires participant involvement and active response, either orally or in writing, will fill the needs of groups like the ADAPT enrollees. Innovation and experiential program elements, especially, require clear identification of their purposes and relationship to a stable intellectual framework.

These approaches to developing a tightly structured curriculum need to be coordinated through a very intensive use of time. Considerable program time should be devoted to overviews of program segments, and longer periods could

be used for formal program elements themselves. Even meal times and weekends could be employed as opportunities for well-structured informal activities.

The personal development function of an academic orientation should be supported in a variety of ways. Personal counselling, etc. - is a crucial program element. An involuntary shift late in a professional's career is difficult; if a mechanism to deal with the resulting anxieties and tensions can be included in the orientation, the participants will be aided in one major facet of their personal adaptation, and the academic program will be strengthened. Likewise, guidance in preparing for a new field should be provided to all enrollees. The tasks of writing a resume and conducting a job search in an unfamiliar field, for example, should be supported by employment counsellors familiar with the enrollee's former field as well as the new field. Faculty and staff, too, should be selected from those who can provide the enrollees with personal "role" models.

The job development activities of the redeployment program must be planned in such a way that they do not interfere with the reorientation program. When possible, of course, jobs should be identified and matched to specific participants prior to the academic program. In programs where enrollment is not limited to people who have already received employment, the orientation should be designed to insure that the mechanism of job matching is clearly understood and "visible" to program participants. The visibility and access needed to permit participants to feel confident about the job-matching process will place heavy demands for coordination on the university providing the orientation and on the agency matching participants to jobs. Geographical proximity between these organizations would, of course, facilitate the coordination of activities;

but an even more close administrative cooperation is necessary if the program is to succeed.

Future programs might realize several advantages if they were conducted in a number of locations around the nation, each focusing on a geographical region. Each location could then supplement the academic faculty with local agency professionals and elected officials, offering the kind of access to practitioners that was markedly successful in Project ADAPT. Since dormitory residence does not seem to affect enrollee participation, the program could also draw its participants from nearby areas, thus minimizing costs to participants and program sponsors.

Structuring a program in small geographical areas, then, could address both sides of the regional labor market by involving local employers and local job seekers in the program. In this way, public awareness could be more easily raised and local media employed to make the program visible to state and local agencies. Instructional efficiency would also result from tailoring programs to the overriding urban problems and specific agency structure of the area.

### Acknowledgements

Portions of this report are based on drafts prepared by project staff: Concurrent Evaluation and Attributes of Enrollees, Leonard G. Buckle and Suzann T. Buckle; Post-Orientation Evaluation, Larry N. Sullivan; Selected Program Components, Adel Foz, Eric Hedlund, Karalyn Krasin, Antony Phipps and Anthony Yezer. Drafts of the complete report were reviewed by the Associate and Assistant Directors. Frances Burton edited and proofread the manuscript; Susan Smithline typed the report.

APPENDIX TO  
PROJECT ADAPT: Report #1

DESCRIPTION AND REVIEW OF THE MIT ORIENTATION PROGRAM  
An Element of the NLC/USCM Joint Aerospace Employment Project

Submitted to

National League of Cities/U. S. Conference of Mayors

by

Department of Urban Studies and Planning

Massachusetts Institute of Technology

15 October 1971

JUL 30 1975

## APPENDIXES

- A. Preliminary Work Statement and Budget
- B. Program Description
- C. City Reconnaissance Documents
- D. ADAPT Library Shelf List and Study Materials
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- I. Summary Data on ADAPT Participants
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  - Administrative Staff
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APPENDIX A

TO: Walter Rosenblith

FROM: Lloyd Rodwin

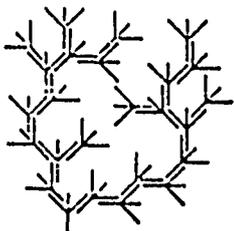
DATE: 21 April 1971

RE: Work Statement: Aerospace Orientation Program Proposed By  
The Department of Urban Studies and Planning

This program will provide an orientation to urban issues and problems for aerospace engineers who are embarking on new careers in government and urban affairs. During July and August of this year, 150-200 persons selected by the U.S. Conference of Mayors/National League of Cities in conjunction with MIT and the Federal Government will undergo an intensive day and night program which will:

- 1) provide a general orientation covering urban renewal and community development, inter-governmental relations, urban planning and analysis as well as program management and budgeting. In addition, it would offer seminars in such specialized areas as housing and community facilities; public service systems, transportation, social policy, regional planning and public safety;
- 2) sensitize the candidates to the problems they are likely to face in applying engineering and aerospace approaches and skills to the more complex tasks of urban government and service agencies. The program will review the opportunities for expediting innovation and change in the operations and structure of public institutions;
- 3) familiarize the candidates with the "vocabulary" of urban planning, the basic literature and sources of information used by planners and government officials, and introduce them by means of lectures, seminars, small-group discussions, films, computer gaming and simulation exercises, case studies, and readings to the various options for specialization in planning and urban management.

Recruitment of trainees and their placement in government and urban affairs positions is the responsibility of the U.S. Conference of Mayors/National League of Cities. Trainees will be drawn from centers of concentrated aerospace and defense unemployment--such as Route 128--through local State Employment Security offices. Selection will be based on criteria established by USCH/NLC, the Federal Departments of Labor and Housing and Urban Development and MIT. No person will enter the MIT program unless and until that person has a work contract with



a USCM/NLC-approved agency and their admission has been approved by MIT.

Details of program design will depend on the composition of the group participating in the program and the availability of appropriate staff resources.

The program will be administered by the Department of Urban Studies and Planning and will be offered under the auspices of the MIT Summer Session. However, the persons participating in this program will not be eligible for academic credit from MIT. The staff will be drawn not only from the Department of Urban Studies and Planning and other departments at MIT, but also, from various planning organizations and governmental agencies where appropriate. Also, the Director will be assisted by an advisory group representing other departments at the Institute with pertinent experience. Living accommodations, meals, and travel allowances will be made available to trainees selected to participate in the program.

Within twelve months after the completion of the orientation program, MIT shall provide the U.S. Conference of Mayors and the National League of Cities with a report describing and evaluating the orientation efforts. The report will include descriptions and evaluations of the post-orientation placements of program "graduates" and an analysis of the participants' responses to the program. In addition, it would also provide recommendations regarding the design and operation of future orientation, training, and conversion programs.



APPENDIX B

To: Project ADAPT Enrollees  
From: Francis T. Ventre, Project Director  
Date: 2 August 1971

PROJECT ADAPT: PROGRAM INTRODUCTION

Welcome to M.I.T. and to Project ADAPT, which is our designation for the portion of the National League of Cities/ U. S. Conference of Mayors-Department of Labor and Department of Housing and Urban Development joint Aerospace Employment Project that M.I.T. is carrying out. The M.I.T. contribution is to provide a 20-day orientation program for you who are moving to new careers in staff agencies of state, county and municipal government.

The objectives of the program are:

- \* to provide a general orientation to urban issues and to the actors, organizations and institutions of local government;
- \* to sensitize the orientees to the problems they are likely to face in applying engineering and aerospace experience to the more complex tasks of urban development and management;
- \* to familiarize the participants with the particular intergovernmental relations (fiscal and institutional) that obtain in each of several issue areas;
- \* to introduce the participants to the breadth of the urban planning and management enterprise by means of lectures, small group discussions, films, gaming and simulation exercises, case studies, field trips, and selected readings.

The NLC/USCM will handle your job placements in cities throughout the United States. The M.I.T. Urban Studies Department will conduct an evaluation of the program's effectiveness during the following year, relying on the cooperation of the Project ADAPT "alumni" and on the agencies where they are then employed.

PROJECT ADAPT: PROGRAM ELEMENTS

In view of the limited time available, we believe the four objectives of this program are better accomplished, not in terms of text book abstraction, but rather in terms of concrete

issues in specific areas of concern. These areas are:

- 1) urban growth and development;
- 2) environment and technology;
- 3) the design and delivery of social services;
- 4) management and change in public agencies.

One week of class time will be devoted to each of these four themes, which will be outlined at the outset by a lecturer who will provide a conceptual framework for the concrete issues to be dealt with during the week. Each day, particular elements of the theme are developed by individual experts in panel discussions or in topical lectures.

Panel discussions are used to identify and expose the variety of views that surround each issue area in urban affairs. Our intention is not to propound a single urban orthodoxy; rather, to provide multiple viewpoints on major urban issues. These considerations prompted the choice of the panelists: each participant is an expert in his own right, and over the course of a professional career, has developed experience with particular constituencies or parties to urban controversies. Each of the panelists is prepared to share his experience.

These panels are followed by discussions in smaller groups, with each group discussion led by one of the panel participants. In this smaller group discussion - held at different locations on campus - each panelist can answer questions and further develop issues first brought up in the larger meeting. Panels and their counterpart small group discussions occur on nine of the twenty days.

In addition to the eight overview and keynote lectures, there are nine topical lectures which examine specific topics in some detail. All the above are presented to the enrollees assembled: this is a basic curriculum for all. Differentiation and opportunities for individuals to elect their own "course" occur at two places: when the program provides a choice for a two-day "specialization" in one of six functional areas: housing, health, city and regional planning, law enforcement and criminal justice, welfare, and education; the afternoons and evenings of the 20-day orientation provide the other opportunities for individual enrollees to pursue particular interests through a choice of field trips, gaming simulation exercises, an evening urban film program, an evening forum

series, and a two-day City Reconnaissance.

The field trips have been arranged in advance with key agencies designing and delivering a variety of urban services in the Boston region. The purpose of the field trips is to examine agencies in operation and to gain thereby a sense of the operating difficulties and management problems as they occur on the job. The gaming exercises are to provide the enrollees with the experience of the interactive decision making in city management and planning.

The film program is a means of exposing still other views of pressing urban issues and of widening the familiarity of the enrollees with other actors and institutions on the urban scene. The evening forums are another, more intimate way, of learning from others' experience. In this case, the principle guest at each session is either an elected official, or a responsible executive of a major urban service agency; for instance, mayors of nearby cities, directors of state and region-serving authorities such as transportation, courts and resource development. City Reconnaissance is a means of gaining new eyes or new views of very familiar urban sites. This is a carefully structured exercise whereby enrollees are coached and sensitized to a means of gaining environmental information by direct sense impression rather than documentary reportage from standard sources. This is an exercise in coaching intuition rather than developing analytic skills.

#### Urban Growth and Development - August 2-6

The physical, social and political development of the urban region is the focus of the first week's program. The ways in which private development is molded to achieve public purposes and, conversely, the demands for public services generated by physical and social development are met will both be explored in the lectures, panel discussions and field trips. Emerging political constituencies in cities and suburbs will be identified, particularly those that have emerged in response to the processes of physical development. Among the concomitants of metropolitan development to be examined are the racial and economic polarization of city and suburb, the institutional means for ameliorating this and other problems; the impact of renewal and redevelopment policies on central areas; and the emergence of new forms of urban development.

### Environment and Technology - August 9-13

The manifold and complex interactions between urban development and the regional ecosystem: the intrusion of an artificial environment into the natural one, are the focus of the second week's work. The means of ameliorating the excesses of pollution are examined at this point, as is the relation of built form to social life and vice versa. The City Reconnaissance, an unescorted, on-site examination and documentation of life in the various sub-areas of the Boston metropolitan region, affords an opportunity to "see" cities in fresh ways, using novel methods for observation, recording and reporting city experience.

Transportation, a technology with serious environmental consequences - and also the prepotent technology for shaping urban forms and functions - is examined in detail at the close of the week. In contrast with the intrusion of man-made environments into natural areas, transportation development has caused similar disruption but in man-made environments. This has led to serious economic, social and political consequences for cities; these will be explored.

### Design and Delivery of Social Services - August 16-20

This segment includes overviews of the division of responsibility among levels of government and the public, private and voluntary providers of social services; an introduction to the techniques of design, operation and analysis of social service delivery and to the political environment out of which evolve decisions on social service operation.

The week begins with a review of established municipal service functions: housing, health, education, city and regional planning, law enforcement and criminal justice, welfare and education; then examines the impact of local coordinative approaches like Model Cities and community action agencies; and concludes with explorations of alternatives to the historic functions - and the bureaucracies they have nurtured - alternatives such as direct income transfers to individuals and revenue-sharing among units of government.

### Agency Management and Change - August 23-27

Activities for this week examine the ways public agencies accommodate themselves to change and to identify various means of bringing about change in a public agency setting. Panelists, each identified with experience in bringing about specific

innovations in municipal agencies in a number of cities, will relate the substantive and methodological issues involved. Lecturers will compare managerial styles in governmental agencies with those found in private industry.

One day will be devoted to examining ways in which individual professionals adapt to the distinctive requirements of public agency employment - and be effective professionals as well.

The week, and the Orientation Program, concludes with a familiarization with some of the sources of technical assistance and professional in-service training available to municipal staff agencies.

Monday-2 August

- 8:30 Registration-Summer Session Staff  
10:20 Welcome and Introduction  
10:30 NLC Orientation - NLC Staff  
11:00 MIT Orientation - MIT Staff  
1:30 KEYNOTE: Technology and Change in Urban Institutions  
David Grossman (City of New York)  
2:30 BREAK  
3:00 OVERVIEW LECTURE: Political Economies of Urban Areas  
Robert Wood (Univ. of Mass.)  
7:30 ICEBREAKER (McCormick Hall)

Tuesday-3 August

- 9:15 PANEL: Urban Renewal: The Boston Case  
Jerome Rappoport (Developer), Alan Rabinowitz  
(Consultant), Marion Yankauer (UPA), James Drought (BRA)  
1:00 BRA Slide Show and Field Trip  
7:00 UPA Slide Show  
8:00 Urban Films  
6:30 Evening Forum

Wednesday-4 August

- 9:15 PANEL: City and Suburban Politics  
Martin Linsky (Mass. State-Rep.), Louis Menand (MIT),  
Thomas Atkins (Boston City-Councilor), Al Kramer  
(Governor's Office)  
11:00 BREAK  
11:30 Small Group Discussion (SGD)  
Panel Participants  
3:00 OVERVIEW LECTURE: Sociology of Metropolitan Areas  
Nathan Glazer (Harvard)  
7:30 Evening Forum

Thursday-5 August

- 9:15 PANEL: New Towns  
Larry Susskind (MIT), Leonard Ivins (Columbia),  
Jack Underhill (HUD), Ben Cunningham (Jonathan), Ed  
Cromwell (Maumelle), Adam Yarmolinsky (Welfare Island)  
1:00 SGD  
7:30 Evening Forum  
7:30 Urban Films

Friday-6 August

- 9:15 PANEL: Private Development in Cities and Suburbs  
Harold Grabino (Dev. Corp. of America), Phil Herr  
(Consultant), Mark Waltch (Developer), Paul Davidoff  
(Suburban Action Institute)  
11:00 BREAK  
11:30 SGD  
2:00 LECTURE: Environment Programming  
William Porter (MIT)

Monday-9 August

- 9:30 OVERVIEW LECTURE: Physical Ecology and Urban Development  
Chet Mattson (Hackensack Meadowlands Project)
- 10:30 BREAK
- 11:00 LECTURES ON ENVIRONMENTAL POLLUTION:
- 11:00 Solid Waste-David Wilson (MIT)
  - 1:00 Air Pollution-David Standley (City of Boston)
  - 2:00 Water Pollution-John Evans (Mitre Corp)
  - 3:00 BREAK
  - 3:30 Acoustical Pollution-Robert Bruce (Boit, Berañek,  
and Newman)
  - 4:30 Visual Pollution  
William Porter (MIT)
- 7:30 Evening Forum
- 7:30 Urban Films

Tuesday-10 August

- 9:15 Briefing for Phase I. City Reconnaissance
- AM & PM City Reconnaissance  
Lorraine Liggins (Consultant), Tunney Lee (MIT)
- City Reconnaissance Debriefing
- 7:30 Evening Forum

Wednesday-11 August

- AM City Reconnaissance: Phase II
- 3:30 DISCUSSION: City Reconnaissance
- 7:30 Evening Forum

Thursday-12 August

- 9:15 LECTURE: Technology and Urban Services  
Aaron Fleisher (MIT)
- 10:30 BREAK
- 11:00 PANEL: Emerging Technology and Urban Services  
Warren Siemens (Abt Associates), Edward Cachine (HUD)  
Ron Phillips (ICMA-TAP)
- 1:00 SGD
- 7:30 Urban Films
- 7:30 Evening Forum

Friday-13 August

- 9:15 PANEL: Political and Social Implications of Transportation  
Technology  
Norman Klein (SOM), Carl Robert (R. Dixon Speas),  
Jim Morey (Cambridge Institute), Fred Salvucci (City of  
Boston)
- 11:00 BREAK
- 11:30 SDG
- 2:00 LECTURE: Physical Environment and Human Behavior  
Karl Linn (MIT)

Monday-16 August

- 9:15 OVERVIEW LECTURE: Design and Delivery of Municipal Services  
Robert Morris (Brandeis Univ.)
- 1:00 SGD--Housing: Art Solomon (MIT); City Planning: John Howard (MIT)  
Health: Rober Hollister (MIT); Education: Walter Mc Cann  
(Harvard)  
Law Enforcement: Tom Reppeto (Consultant)  
Welfare: David Liederman (Boston Univ.)
- 7:30 Evening Forum  
7:30 Urban Films

Tuesday-17 August

- 9:00 SGD- Same as on 16 of August
- 2:00 LECTURE: Street Bureaucracy  
Mike Lipsky (MIT)
- 7:30 OVERVIEW LECTURE: Intergovernmental Relations and Flow of Funds  
John Field (U.S. Conference of Mayors)

Wednesday-18 August

- 9:15 LECTURE: Model Cities: The Federal View  
Marshall Kaplan (Consultant)
- 10:30 BREAK
- 11:00 PANEL: Boston Model Cities
- 1:00 PANEL: Cambridge Model Cities
- 2:00 FIELD VISITS TO MODEL CITIES PROJECTS OR SGD
- 7:30 OVERVIEW LECTURE: Intergovernmental Relations and Flow of  
Funds: State and Local  
Robert O'Hare (Boston College)

Thursday-19 August

- 9:15 PANEL: Citizen Participation and Community Control  
Marshall Kaplan (Consultant), Frank Colcord (Tufts Univ.),  
Marilyn Gittel (CUNY), Leon Rock (Boston Black Student Union)
- 11:00 BREAK
- 11:30 SGD
- 2:00
- 7:30 Urban Films
- 7:30 Evening Forum

Friday-20 August

- 9:15 PANEL: Alternatives in Service and Delivery Systems  
Robert O'Hare (Boston C.), Larry Susskind (MIT),  
Geoffery Faux (Cambridge Institute), Leonard Hausman (Brandeis)
- 11:00 BREAK
- 11:30 SGD
- 2:00 LECTURE: Evaluation of Action Programs  
Marshall Kaplan (Consultant)

Monday-23 August

- 9:45 OVERVIEW LECTURE: Issues in Management and Change in Urban Government  
Anthony Downs (Consultant)  
2:00 INFORMAL TALK WITH EXTENSIVE QUESTION AND ANSWER  
7:30 Evening Forum

Tuesday-24 August

- 9:15 PANEL: Management Tools in City Government  
Al Drake (MIT), Jack Patriarche (City of East Lansing),  
Kent Colton (MIT), Myron Weiner (Univ. of Conn.), Jim  
Hester (City of NY)  
11:00 BREAK  
11:30 SGD  
2:00 LECTURE: Use and Abuse of Urban Data  
Ron Walter (MIT)  
7:30 Urban Films  
7:30 Evening Forum

Wednesday-25 August

- 9:15 LECTURE: Concepts of Organizational Change and Styles of  
Organizational Change-Agents  
Edgar Schein (MIT)  
2:00 PANEL: The Professional in a Political Environment  
Marvin Mannheim (MIT), Joe Vitt (City of Detroit)  
7:30 Evening Forum

Thursday-26 August

- 9:30 Day's Events to be Determined by Enrollees  
7:30 Shirtsleeve Celebration

Friday-27 August

- 9:15 PANEL: Technical Assistance on Men, Money and Management  
Fred Fisher (ICMA), Israel Stollman (ASPO),  
Edward Marcus (PPA), Donald Beatty (MFOA)  
4:00 Distribution of Certificates of Completion

APPENDIX C

DOCUMENT 1

CITY RECONNAISSANCE

ROUTE NO. 1

(Note for reverse direction have brunch at "Peking on Mystic" at Medford.)

M.I.T.

Kendall Square RT red line to Park.

Walk from Park to "Old Union Oyster House"  
(behind City Hall) for brunch.

After brunch, take blue RT from State to Orient Heights.  
Bus 420 to Revere Beach.

Walk from Revere Beach to Wonderland and pick up bus 113.  
Travel bus 113 through Revere to Malden.

\*Find TA location in Malden for checking.

Bus 97 to Salem St. Station.

Change to Bus 95 to Medford Sq.

Change to Bus 101 to Winter Hill/Gilman Sq., Somerville.

Walk to Union Square, Somerville.

Take 85 bus to Central Square.

Walk to M.I.T.

Relevant Neighborhoods: N. End, E. Boston, Winthrop,  
Revere, Somerville

ROUTE NO. 2

M.I.T.

Bus to Harvard Square.

Change to bus 77 to Arlington.

Change to TRAIN to Lexington (Pierces Bridge).

\*NOTE: Check train times carefully for whole day, note them down.

\*Find TA checking location in Lexington.

Bus 150 to Waltham Center (describe how you manage this on a card!)

Bus 150 to Watertown.

Take Green line trolley from Watertown to Auditorium.

Walk over Harvard Bridge back to M.I.T.

Relevant Neighborhoods: Cambridge, Lexington, Waltham.

ROUTE NO. 3

M.I.T.

Walk to Central Square.

Take bus 83 through Inman Square to Porter Square to train to Waltham.

\*NOTE: CHECK AND NOTE DOWN TRAIN TIMES for whole day (i.e. going and coming).

\*Find TA location for checkpoint in Waltham and note it.

Take bus 150 to Woodland (RT Green line).

Take RT Green line through Newton Cent ... to Chestnut Hill.

Take bus route 720 at Chestnut Hill to Mass. Ave.

Walk, hitch-hike or taxi from Mass. Ave. over Harvard Bridge to M.I.T.

Relevant Neighborhoods: Somerville, Waltham, Newton Center, Brookline, Roxbury.

ROUTE NO. 4

M.I.T.

Walk to Kendall Square.

Subway to Park St.

Walk to South Station.

Bus No. 6 or 7 to Summer/Viaduct Streets.

Have brunch at "No Name" restaurant on Fish Pier.

Take bus no. 7 to S. Boston

Get off at E. Broadway and L Streets.

Bus no. 10 to Dudley.

Walk or taxi from Dudley through Roxbury to Back Bay  
rail station.

Take TRAIN to West Roxbury.

NOTE: \*Check and record train times for WHOLE DAY.

\*Find location in West Roxbury for TA checkpoint and note it.

Walk to intersection of Veterans of Foreign Wars Parkway  
and Corey St. to pick up bus route 51.

Ride 51 to RT Station Reservoir.

Take Green RT line to Brookline Village.

Take cycle from Brookline Village and cycle back to M.I.T.  
through Fenway over Harvard Bridge.

Relevant Neighborhoods: Beacon Hill, S. Boston, Roxbury,  
W. Roxbury, Brookline.

ROUTE NO. 5

M.I.T.

Cycle to Auditorium and through Fenway to Brookline Village.

Trolley to Forest Hills.

Bus 21 to Ashmont.

RT (red line) to Columbia.

Take bus no. 8 to Columbia Point.

\*Find and note TA location for checking at Columbia Point.

Take bus no. 8 to intersection of Columbia Rd./Old Colony Ave.

Take bus no. 10 from that intersection along Southhampton St.

to Dudley Station.

Walk north along Washington St. until you can take no. 68 bus

to Copley Sq.

Walk through Back Bay to Mass Ave. over Harvard Bridge to M.I.T.

Relevant Neighborhoods : Brookline, Roxbury, Back Bay.

ROUTE NO. 6

(NOTE: For reverse direction have lunch at "Peking on Mystic" at Medford.)

M.I.T.

Walk to Kendall Sq.

Take RT (red line) to Washington.

Walk to Haymarket.

Have brunch in North End at Abruzzi's (1 block from Hanover St.) or Cantina (Hanover St.).

Take RT (orange line) to Everett.

Take bus no. 97 through Malden to Salem St. Station.

Change to bus 95 ? to Medford Sq.

\*Find and note a TA checkpoint location in Medford Sq.

Change to bus 96 to North Cambridge.

Walk to Porter Sq.

Take bus 200 or 83 to Lafayette Sq.

Walk to M.I.T.

Relevant Neighborhoods: North End, Charlestown, Cambridge.

ROUTE NO. 7

M.I.T.

Walk to Central Sq.

Walk or take bus 67 around Cambridgeport.

Take bus 64 to Union Sq. Allston.

Take trolley to Newton Corner.

Take 150 bus to Newton Center, find place to eat there.

\*Locate and note TA checkpoint at Newton Center.

Take Green line RT to Chestnut Hill.

Walk to bus route 59.

Take 59 to Forest Hills.

Take RT orange line to Essex.

Walk from Essex through Boston Gardens and Back Bay to  
Harvard Bridge and to M.I.T.

Relevant Neighborhoods: Cambridgeport, Newton Center,  
Brookline, Roxbury.

ROUTE NO. 8

M.I.T.

Walk to Kendall Sq.

Take bus 200 or 510 to Charles.

Walk to Haymarket. (Brunch at Durgan Park restaurant - by Gov't. Center).

Walk to Sumner Tunnel, take bus 200 to Prescott St. (E. Boston).

Dismount and visit Neptune Road.

Walk to near Eagle Sq. and take bus 117.

Take bus 117 through Bellingham Sq. Chelsea to Revere.

\*Locate and note TA checkpoint in Revere.

Walk to Revere Beach.

Take RT blue line back to State St.

Walk past State House over Beacon Hill to Charles St.

Walk back to Kendall Sq. and M.I.T.

Relevant Neighborhoods: Beacon Hill, North End, E. Boston,  
Revere.

CITY RECONNAISSANCE

MONDAY 9 AUGUST

CITY RECONNAISSANCE: DAY 1

## URBAN QUESTIONS

It might be helpful to read over these questions before your City Reconnaissance journeys tomorrow.

1. How does settlement density of the metropolis change proportionately to the distance from the downtown? Why?
2. Where are the lowest income neighborhoods? Why are they there?
3. Where are the newest industries located in the metropolitan area? Why these locations?
4. Why are the office areas in Boston so heavily concentrated in the downtown?
5. What kinds of journeys are best facilitated by cars? By public transport?
6. Why is the mass transit network not more widespread in the suburbs?
7. What social and political pressures are necessary to radically improve the public transportation system?
8. Which public transport links are the most frequent and best connected? Why?
9. What elements of the much publicized urban crisis emerge from a visual tour?
10. What elements are not seen at all?
11. At the conclusion of the tour, can you define any major problems? Are they related to the above hypotheses?

DOCUMENT 3  
CITY RECONNAISSANCE  
PARTICIPANT INSTRUCTIONS

CITY RECONNAISSANCE: DAY ONE.

You are going out on a loop tour to get a birds-eye view of the Boston region.

Keep some notes in a TRAVEL LOG in your notebooks.

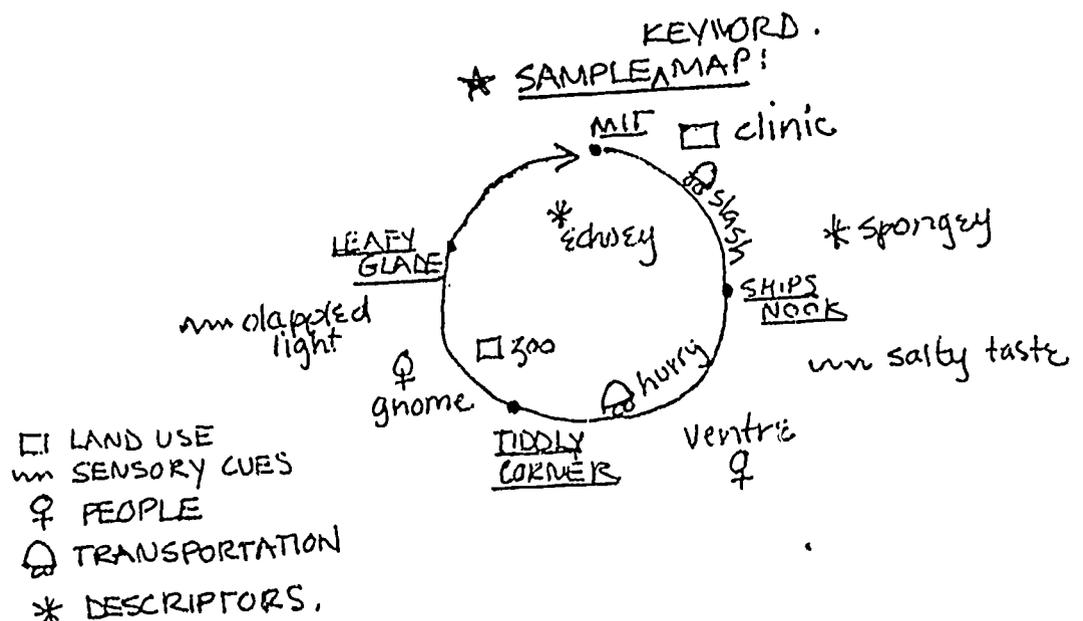
Save 5 pages for notes on some KEYWORDS we will give you.

Keep on your route if you can. Stay with your group. Call us at 864-5900 x6344 if you need to.

Try to get back by 6pm. As a group, of 5 or so, write up a ONE PAGE SUMMARY of your sense of the trip, and draw a simple MAP to locate your keywords on.

Return to your present location at 7:30 to compare your summaries with the other groups from your route.

A little later this evening we will have a panel discussion of your experience today in light of some urban hypotheses.



DOCUMENT 4  
CITY RECONNAISSANCE

TA's PROCEDURE:

- \* Give out notebooks, maps, instructions.
- \* Divide into 5 groups.
- \* Give out money. Get receipts.
- \* Trace routes on maps. (Tell them bus #s correspond to bus names on back.)
- \* Suggest a lunch place.
- \* Tell them they will keep a TRAVEL LOG in a style of their own choosing, each.
- \* Choose keywords. Put on 5 pages of notebook.
- \* Distribute KEYWORD EXPLANATIONS.
- \* Read through them, adding notebook notes for LAND USE and PEOPLE. Let them form own associations for DESCRIPTORS.
- \* Summarize: "You should think about the best places for each keyword as you travel, listing possibilities in your notebooks, with your reasons, briefly. Pick the best one for each keyword at the end."
  
- \* Return by about 6pm, write summary and map, have dinner.
- \* Reconvene here at 7:30 to share summaries and maps.
- \* Panel will follow, to discuss day in light of Urban Hypotheses.

DOCUMENT 5  
CITY RECONNAISSANCE

KEYWORDS

As a group, divide up the keywords in each set, so that each person has one word from each set. There may be a few left over.

SET ONE:

ORPHANS HOME  
CANDLE FACTORY  
FREE HEALTH CLINIC  
OPEN-AIR MARKET  
ZOO

SET TWO:

SMELL  
TEXTURE  
LIGHT  
SOUND  
COLOR

SET THREE:

FRANCIS VENTE, AT HOME  
CHILD PRODIGY  
YOUR CHILDHOOD SWEETHEART  
A GNOME  
A PUERTO RICAN IMMIGRANT

SET FOUR:

HURRY  
SLASH  
MALE  
KITCHEN  
WAITING

SET FIVE:

STIFLING  
JOYOUS  
SPONGEY  
ECHOEY  
GEOMETRIC

## KEYWORD EXPLANATION.

Each set of keywords is divided among your group, and corresponds to a way to look at the city. You will concentrate on your separate words during the trip, and put them together when you return. Before you leave think about the general sense of each of the sets, and how it pertains to your particular keyword. The focus for each set of keywords is given below.

Circle your keyword for each set, title a notebook page for it, and for LAND USE and PEOPLE, write down 2-3 criteria for your looking, as stated below.

As you go along the route, note the places that seem to fit each keyword, and why.

### SET 1: LAND USE.

FOCUS: WHERE ALONG THE ROUTE WOULD YOU LOCATE THE FOLLOWING AND WHY:

orphans home  
candle factory  
free health clinic  
open-air market  
zoo

Before you read further, think about 2 or 3 criteria that are relevant to the best location for your item and write them in your notebook for that keyword.

You might consider: space needs, land cost, user and supplier access, amenities, low/high priority land use.

### SET 2: SENSUAL CUES.

FOCUS: WHAT PLACE ON YOUR ROUTE OFFERS THE MOST VIVID INCIDENCE OF:

smell  
texture  
light/color  
sound  
taste

At some points on the trip, try to shut out everything but this one sense. (If you don't find enough to taste, try sweet/sour/salty/bitter as a focus.)

SET 3: PEOPLE.

FOCUS: WHERE ON YOUR ROUTE, AND WHY, WOULD YOU BE MOST LIKELY TO FIND:

Francis Ventre, at home  
a child prodigy  
your childhood sweetheart  
a gnome  
a puerto rican immigrant

Before you read further, think about the most likely kind of environment for your person. Write 2 or 3 cues down in your notebook. (If you have gnome, you might consider what makes a place a fantasy environment...)

SET 4: TRANSPORTATION.

NOTE: Separate FOCUS for each keyword.

"Hurry": WHICH TRANSIT LINK BEST SERVES "A MAN IN A HURRY?"

"Slash": WHICH TRANSIT LINK MOST SEVERS ITS ENVIRONMENT? HOW?

"Male": The typical public transit user is female/under 30/over 60.  
WHICH TRANSIT LINK HAS THE MOST MEN ON IT? WHY?

"Interface": WHICH TRANSIT LINK GIVES THE FULLEST SENSE OF THE ENVIRONMENT?

"Waiting": WHICH TRANSIT LINK RUNS THE LEAST OFTEN? WHY?

SET 5: DESCRIPTORS.

FOCUS: WHAT ENVIRONMENT ON YOUR ROUTE BEST FITS THE FOLLOWING DESCRIPTORS? WHY?

stifling  
joyous  
spongey  
echoey  
geometric

\* \* \* \* \*

Using your keywords: You have 5 things to keep an eye out for, and 5 notebook pages to keep notes about them on. For Land Use and People, you have already begun to form some criteria.

The general focus is to think about the city in several new ways; how the land is optimally used, what the city offers the five senses, how the people distribute themselves, what purposes various modes of transportation serve, and finally, the pattern of a city according to a few soft descriptors. Think a little about these categories, using your keywords. When you return, your group will collate its choices to form patterns for each of the sets.

e. Method of learning

1. Observing social and economic aspect of the area through physical clues - buildings, streets, people, etc.
2. Conversations with people: suggest local store, local bar, friendly looking people on the street. Police station - note - all Boston police stations have been instructed by their chief to be helpful to you. A police officer will also be available to answer questions at the de-briefing.

Any personal contacts suggested by George Westwater, or participant's friends.

6. TA's send off their groups and tell them to re-convene in the same assembly area at 3:00 p.m.

## DE-BRIEFING, SHARING CONSTRUCTION OF DISPLAY

3:00 p.m. Reconvene in assembly areas. TA's have already collected the homosote board, paper, glue, tacks necessary to construct the display. They have labelled each neighborhood board across the top with its name.

The TA's have already pinned up the street map of the neighborhood and the statistical data.

1. TA starts one group on filling in its large map by each of its participants contributing. Stress that the map should be symbolic of their impression of the neighborhood, rather than an actual detailed map. Encourage them to use colored flo-pens, one-word descriptions, quotes they heard, etc. Also mount photos of areas, sketches, and notes, artifact. Condense everything as much as possible.

The display board should have 3 basic parts:

1. the participants' input (most of the board)
2. TA's collected data
3. space for comments over the next 2 weeks and any further additions.

Meanwhile, the police visitor will come around to answer any questions.

AFTER GIVING THESE INSTRUCTIONS TO BOTH GROUPS, ONE GROUP STARTS FILLING IN ITS MAP AND DISPLAY WHILE THE OTHER STARTS TALKING TO THE TA AND TO THEMSELVES WITH THE FOLLOWING STRUCTURE:

2. TA to lead discussion as follows:
  - a. participant's personal feelings about the area
  - b. what insights did the "focus" items give to the social structure of the area
  - c. what did the residents feel about the area - what were their main praises and complaints, or issues which were important
  - d. ask the participants if physical changes would solve the social needs they perceived.

5:00 p.m.

3. By this time, both displays will be finished and each neighborhood synthesis. TA leads short discussion with both groups together on the differences and similarities of their respective neighborhoods.

TA's ask all participants what they got out of the 2 days experience, was it valuable? How could it be improved? What should be dropped, and what added?

6:00 p.m.

4. Each group selects 2 participants to put up a display in lobby of Building 7. TA mentions that a date will be announced in the future when there will be a short, general discussion of the 2 days by all concerned. Meeting concludes, and TA's go to Building 7 with display boards and helpers and mount display.

ASSEMBLY AREAS for City Reconnaissance.  
 Tuesday and Wednesday

TA's will meet with their route members on Tuesday, and with their neighborhood members on Wednesday, at the following locations:

TA	Route No.	Neighborhoods	Assembly Place
Eric Hedlund	1	Revere, Winthrop	Kresge Little Theatre
Tony Phipps	2	Lexington, Cambridge	Kresge Reheavial Room A
Dave Simms	3	Back Bay, Waltham	Kresge Rehearsal Room B
George Westwater	4	W. Roxbury, Charlestown	Room 7-404
Quacko Cloutterbuck	5	Roxbury, Newton	Bush Room 10-105
Romin Koebel	6	North End, S. Boston	Bush Room 10-105
Phil Dowds	7	Cambridgeport, Somerville	Room 9-355
Adel Foz	8	E. Boston, Brookline	Room 9-351

The meeting times in these areas are as follows:

Tuesday 10:00 a.m. - briefing, after general orientation in KLT.

" 7:30 p.m. - de-briefing, sharing, synthesis

Wednesday 9:00 a.m. - briefing

3:00 p.m. - de-briefing, sharing, synthesis

DOCUMENT 7  
CITY RECONNAISSANCE  
PARTICIPANT INSTRUCTIONS - DAY 2

NEIGHBORHOOD RECONNAISSANCE

10-13 PERSONS will visit EACH NEIGHBORHOOD. Each person will take one or two of the FOCUS QUESTIONS BELOW, and the general items. The focus items should be filled in without using any formal data sources\*, e.g. City Hall records, but rather by just looking around, GUESSING, and asking passersby or storetenders. The focus is to discover new cues for getting a general sense of the issue, and to have fun. Arrange to meet sometime during the visit, to trade questions and/or regroup. If your question seems impossible or dreary, help another person, or invent a new question. We would like a GENERAL SENSE of the neighborhood, and for you to get around as much as possible. Before you return, get together and each contribute one word to describe the neighborhood tasks.

\*Use local newspaper if available though.

Bring back your impressions recorded on your notepad, map, sketches, a relevant artifact if you like (e.g. whiskey bottle), post cards, local newspapers, etc.

GENERAL ITEMS FOR EVERYONE

In your study of your area you should make the following distinctions.

1. Your PERSONAL, subjective reaction to the area.
2. "OBJECTIVE" observation of the characteristics of the area which can inform you of the nature of its inhabitants and the services provided for them, and possibly some of its problems.
3. The local RESIDENTS' perception of their neighborhood, what they feel about it, and what they consider their problems and delights in living there.

As regards Item 1 above, do not spend much time on it, but briefly on your notebook note your personal feelings about the area, i.e., would you like to live there? If so, why? If not, why not? Through the day, write short general impressions, surprises, feelings on one or more cards, and in particular, on the outline maps you have. Note whether the area boundaries suggested on the maps coincide with what you feel to be the boundaries of the area. If yours are different, draw them on. Your impressions can include the following, or whatever you discover:

Isolated/bustling. Friendly/reserved. Maintained/rundown.  
Noisy/quiet. Smelly/fragrant. Open/crowded.

You might add colors, sounds or a song the neighborhood reminds you of.

Size/appearance/density/lot size/apt. buildings/single family housing. Well separated types of houses (indicating rigid zoning and/or new neighborhood) or jumbled together? Where does the oldest neighborhood seem to be? The newest? Are the best views in the apparently expensive neighborhoods, or not? Rental or own? If rent, can you get example rents of e.g., studio, 1 bdrm., 3 bdrm. apartments?

#### 5. Land Use.

Note on your map major land uses in the area, e.g. high density residential (high or low income), low density residential (high or low income), industry (light or heavy, noisy or smelly. Do you see any pollutants?)

Warehousing

Commercial (shops or offices)

Recreational (parks, playing fields)

Public services (schools, fire, police, hospital, city halls, etc.)

Transportation networks (lines of major roads, expressways, rail lines)

Do the land uses you find go well together, or are there conflicts - what are these conflicts? e.g. impact of industry on residential areas, division of the neighborhood by new transportation networks.

PUBLIC SERVICES (Suggest 1 person take 2 each.)

#### 6. Schools.

What schools do you see? Do they have playgrounds? Well maintained? Old or new? Ask motherly looking people and/or children what they think of the local schools. Are there posters about adult classes or free schools?

#### 7. Health Services.

Hospitals/clinics, especially walk-ins/ambulances. Special homes for invalids. Do the people you see look healthy? Do you see any persons in need of medical help (e.g. winos). Include evidence of mental health care centers. Try to find the nearest hospital.

#### 8. Fire and Police.

Do you see any evidence of either force? Firetrucks, policemen and/or fire station or police station. Are there alot of/any/police boxes/fire alarms and fire hydrants? If you feel like it, go to the police station and ask them what's happening in the town. What the worst local crimes are. Is there a sheriff? Where do most fires occur? Is it a volunteer force of a full-time one? Are there policemen at busy intersections?

## 9. Garbage Collection.

Are the streets and public places clean or littered? Can you find out how often garbage is collected, where it is taken? Do residents have to dump their own garbage? See the local paper if there is one re sanitation issues. If you can, and you'd like to, see if you can hitch a ride on part of a garbage pick-up tour.

## LOCAL ACTIVITIES

### 10. Local Activities/Issues/Organization/Local Government.

General sense of what is happening? Community interest groups advertised? Local issues with special citizen committees in the local paper? What do the store window posters advertise? What groups do they appeal to? Possible local issues might include: transportation (encroaching highways, airport noise). New industry, construction, unemployment, urban renewal, immigration/out-migration. (Possible cues: for sale/rent signs.) Bring back a poster if you wish, about a local event. Any evidence of its particular form (city manager, city council, mayor, etc.) Old new campaign posters. Party hqrs.? Notices of local issues/candidates. Physical facilities: city hall: where located--centrally?

### 11. Special Groups.

e.g. children/elderly/strangers and visitors.

Possible cues:

Facilities for children: playgrounds, daycare centers? ask a child his favorite hiding place. Do you see alot of children?

Elderly: Homes for the elderly? Where do you see them? What are they doing? Any special accomodations for them?

Visitors and Strangers: Any/many hotels, motels, guest homes? Tourist attractions (curio shops)? Information centers? Evidence of conventions? Eating facilities? Public rest-rooms. Open areas to stop/rest? Personal responses to you as a visitor: friendly/reserved?

## ENVIRONMENT

### 12. Environment.

Open spaces? Nearby forests, ponds, streams? Evidence of wildlife? Local evidence of ecological concern: in stores -- health foods/non-polluting detergents?; # bicycles in evidence? Small cars? Evidence of preservation of natural areas? Evidence of air/water pollution? Clean air?

PAST AND FUTURE13. History and Possible Direction of Neighborhood. (2 persons?)

What evidence do you see of the local history? e.g., monuments, statues, old buildings. Nearby railroads and water sources are often an indication of reasons for original settlement. What would you guess to be the age of the community? You might ask an oldtimer sitting in the park if he has lived here long, what his earliest memories are. What is the earliest date in the local cemetery? Ask people (the corner shopkeeper, bartender, etc, what the neighborhood was like 10 years ago, and what changes he has seen). Possible directions: what evidence do you see of the directions for the future neighborhood? e.g., new construction, sub-divisions. Open space for development. Abandoned lots and buildings. See also local paper.

## FOCUS ITEMS

(1 or 2 persons working on a question at a time.)

### SOCIO-ECONOMIC CONDITIONS

These involve your understanding of the area through the physical and conversational clues that you observe, and a note on the residents' feelings on the item you choose. Use your outline map, and your notebook to note your clues and conclusions you draw from them.

#### 1. Occupations, Location, and Transportation.

What do you guess the people do for a living? Use clothing, local industries and businesses (list them), the local paper ads, and conversation, as clues. Do you see evidence of much unemployment? Do you think most of the residents commute to work, or work in the neighborhood or close by. What transport do they appear to rely on for work? Clues may be the number of cars, the density and frequency of the bus and RT services. Do you find any connection between the kind of people in the area, their work, and its location in the city? What are the reasons for this?

#### 2. Ethnic Groups, Age and Sex.

What ethnic groups live here? Cues: names, food stores, churches, signs, people. Can you make any estimates about the major or minor ethnic groups? Are there pockets or area that seem exclusive to any one group?

Can you make a guess at the average age of the resident and the dominant sex, allowing for the time of day when you were there.

#### 3. Community Wealth, Personal Income.

General community indicators: size, number, and "show" of public buildings. Street furniture (lights, plazas, street conditions). Local paper for current issues that might indicate this: are they concerned with a new concert hall or low income housing. What jobs are available in the want-ads? Recreation facilities? Frequency and condition of parks? Personal incomes: Guess at this from jobs available, appearance of persons, homes. Need a general estimated range.

#### 4. Housing.

Kind and distribution of housing. Gauge by foot survey and guessing.

DOCUMENT 8  
CITY RECONNAISSANCE

Comments from participants' notebooks.

D) Regarding "Neighborhood Reconnaissance"--Visting neighborhoods like "Back Bay" is very informative for those individuals who have not been exposed to "Big City Life" and its related problems. I do believe that for future programs that some one of the MIT staff should act as escort and or provide a little more definite purpose of trips. Just walking all day long through local neighborhoods does not allow sufficient absorption of local color and problems:

- 1-short trips-1-2 hrs
- 2-riding in police, hospital vehicles
- 3-visit local newspaper office-2-3 hrs
- 4-visit to local high schools-talking to principal & staff
- 5-visit local garbage dump or incinerator
- 6-visit old folks home
- 7-visit mayors office and talk to him or one of his representatives
- 8-arrange visit to Chamber of Commerce
- 9-talk to local banking firm

Insufficient time was allowed to properly evaluate and provide meaningful comments.

2. Basically I feel that the intent of the two-day visual of Boston metro area was very good. Much work has been put into the planning of this portion of the program. The main criticism that I have of this portion is that I feel we should have had a better organized pre-trip conference on what we were really looking for. Perhaps a conference where vis-graphs may be shown to illustrate the whole purpose of the reconnaissance. Two days of beating the walks may be just a little too much for some of us. That could be debated as well. The TAs have been very helpful, most cooperative and very informative individuals. All have shown a keen interest in our positions.

3. Evaluation of Urban Odyssey: 1) Advance Preparation--tremendous. Handouts were accurate and showed much pre-intelligence.  
2) Time Allowed--very inadequate, especially on the worm's eye view [Day 2]. (3 days would be better.)  
3) Insight Provided--most valuable was the insight provided on how to size up a city and its problems using informal cues and techniques.

D) Tours were interesting but insufficient time available for in-depth evaluation. I feel we are seeing the forest without distinguishing individual trees.

E) The idea of the recon is good but should be scheduled for cooler weather. With the hot weather there is a tendency to lose enthusiasm as the day goes on. Therefore the tours could be scheduled for cooler weather or else decrease the area covered by individual groups. It may be a good idea to have a pretour briefing by either an area official or the program TA so that the tour members would have some idea of what the area contains.

5. cont.

and where each is located. [each of the focus items?] This would eliminate tour members walking into an area cold and not knowing where anything is located. Area officials could also be notified of the members coming into the area and maybe become available for questioning on community affairs.

6) 2 Days City Recon--First Day--too much attempted in planning, should cut out at least one objective. otherwise plans good. TAs helpful. would recommend for both days that preparations be made day before to allow for earlier start and earlier finish and longer debriefing. Debriefing better in individual groups. First day to try to tie all trips in at end of day confusing and not too effective. Type of group discussion held by Quacko [TA] much better in a relaxed atmosphere. Retained more here. Enjoyed both days and learned a lot.

7) The two days of urban and neighborhood reconnaissance provided an excellent opportunity for student to observe urban life as it is. It particularly improved my ability to notice many conditions impacting urban environments which I saw but did not notice heretofore. This is, of course, attributable to the instructors and teaching aids. I believe that, in future sessions, emphasis should be placed on talking with people and sufficient time be utilized during the trip for this purpose. Time allotted on curriculum/schedule is okay.

8) Time is by far too short for the amount to be covered--was very interesting--possibly areas that should be covered should be pointed out by TA, if no more time can be allowed, so time would not be wasted on unimportant items. Preferably more time be allowed as this is interesting and very informative.. Very disappointed in the amount we had time to cover--was very interesting--but could only scratch the surface--to learn the problems, possible solutions and, especially the people would take a lot of time--this could be much more interesting than engineering.

9) The 2-day city observation and information-gathering odyssey succeeded in giving me a more intimate knowledge of urban life and a new appreciation of its complexity and in this respect it was a success. The time allowed, however, to obtain a meaningful amount of information was too short. Better use could have been made of the allotted time if the performers had received a clearer statement of purpose, goals & objectives thus avoiding muddled thinking and preconceptions.

10) Prefer total instructions rather than piecemeal ie debriefing schedule. Too much & too difficult walking for us old timers. Got much more out of worm's eye view [Day 2], than out of bird's eye view. [Day 1]. The idea of listing Focus Items and assigning 1 or 2 items to each member of team [Day 2] is excellent and time saving. A recommendation of eating places would save time. Basically, I don't know enough about the program or the Urban Problems to write a worthy critique, but I expect that, at this rate, I sure will come Labor Day.

11). I found this type of program very vague in its objective.

12). FIRST DAY. Key Word Approach: good for suggesting ideas; some words difficult to relate, perhaps not relative (eg "spongy"); consider, in addition, "Income" (People), "Games", "Fun", "Sad". General: increased emphasis on getting an overall picture, before starting the trips, might improve results. Recommend that each sub-group "boil down" their findings to three or four main points, each written and briefly stated.

13). I have no suggestions for improving Phase 1 or 2 since the experiences were something entirely new and extremely interesting to me. -Very worthwhile in my case.

14). Too much ground to cover in the time frame allocated. Very fitting with insufficient time for any reasonable evaluation of our observations, much less time for preparation of a summary. Otherwise, it could be of great value to some students for the visual exposure to people and the physical texture of an area and its relevance to the social and economic structure. The idea is good but it must be timed, organized and implemented somewhat more realistically and meaningfully to accomplish the intended objective. Day 2: I could spend a month on what was attempted in 3 hrs. I am quite well educated and experienced in municipal functions, you cannot make even a cursory evaluation in this time frame.

15). This is an excellent method to permit a first hand look at the problems discussed in the various lectures. One can see the gradual changes in density, zoning, economic level etc as you progress further into the suburbs. The detailed look at a specific city/town permits first hand proof of the growing social/economic/political problems that this country faces. It points up the inflexibility of various groups toward meaningful change. The timing of this exercise is good (within the program). It permits a good break from continuous lectures. Perhaps a little better organization and communication to the various groups before the day for the trips would be helpful. In general--enjoyable.

16). Overall, I found the 2-day program fairly well organized and executed. The concept of involvement, first on a grand scale and then on a more finely tuned scale, in the community as an aid in understanding urban problems is an excellent one. I developed a more sensitive attitude toward the "people part" of urban problems as a result of this involvement. I urge inclusion of this 2-day reconnaissance in any future program.

Study Materials for Project Adapt

Study materials for the orientation program will include:

1. Books that will be distributed to each enrollee

Taming Megalopolis, Vols. I and II, Eldredge (ed.);

Performance of Urban Functions: Local and Area-wide;  
Advisory Commission on Intergovernmental Relations;

Urban America and the Federal System; (ACIR)

Social and Economic Information for Urban Planning,  
Vol. II, Hollieb (ed.);

Who are the Urban Poor; Anthony Downs; Committee for  
Economic Development;

Reshaping Government in Metropolitan Areas, CED Policy  
Report;

The Economic Future of City and Suburb; David Birch,  
Committee for Economic Development.

2. Reproduction of selected articles and reports as recommended by Project ADAPT faculty;
3. Bibliographies of selected works, organized by major topics discussed in the orientation program. Most of these readings will be available on the ADAPT shelves in the Rotch and Student Center libraries during August. In addition these lists should prove useful for your future reference.

All of the above study materials will be distributed to Project ADAPT enrollees throughout the month of August.

Bibliography: Political Economies of Urban Areas

Many of the articles in Taming Megalopolis, the two-volume series edited by Wentworth Eldridge, which you have been given, are relevant to the material in this lecture. These articles will be listed first under each sub-heading.

## Section I: The Political Economies of Urban Areas

## A. Urban Economics

Baldwin, W. "Economic Aspects of Business Blight and Traffic Congestion," Taming Megalopolis, 414-428.

Chinitz, B. (ed.) City and Suburb: The Economics of Metropolitan Growth. Englewood, N. J.: Prentice-Hall, Inc., 1964.  
(Essays by the most respected names in urban political economy. Articles by Vernon, Fitch, Brazer, and Wood cover policy problems of the local public sector.)

Thompson, W. A Preface to Urban Economics. Resources for the Future. Baltimore: John Hopkins Press, 1965.  
(As the title suggests, this is the first book to read on urban economics. Chapter I on economic growth and development is very useful. At \$2.95 per copy, this book is a real bargain.)

\_\_\_\_\_, "Urban Economics," Taming Megalopolis, 156-190.

Ullman, E. L. "The Nature of Cities Reconsidered," Taming Megalopolis, 71-92.

## B. The Public Economy of Metropolitan Areas

Bish, R. L. The Public Economy of Metropolitan Areas. Chicago: Markham Publishing Company, 1971.

(Includes some basic topics in public finance - the rationale for collective provision of public goods - but the book's analytic approach is tempered by examples from Los Angeles and DaDe Counties.)

Brack, G. R. Intergovernmental Fiscal Relations in the United States. Washington, D. C.: The Brookings Institution, 1965.

(One of a number of Brookings Institution volumes that are of interest to state and local government officials, this book contains an excellent discussion of functional and unconditional grants-in-aid. It also includes descriptive statistics on sources of state and local revenue.)

3 August 1971

Bibliography: Urban Renewal

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- Fried, Marc. "Grieving for a Lost Home" in Duhl, ed. The Urban Condition. New York: Basic Books, 1963. Pages 151-171.
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- Page, Alfred N. ed. Urban Analysis. Glenview: Scott, Foresman and Co., 1970. See Section V on slums, urban renewal and public policy.
- Sternlieb, George. The Tenement Landlord. New Brunswick: Rutgers University Press, 1966.
- Wilson, James Q. "Planning and Politics: Citizen Participation Urban Renewal," Journal of The American Institute of Planners. November 1963. Pages 242-249.
- Wilson, James Q. ed. Urban Renewal--The Record and the Controversy. Cambridge: M.I.T. Press, 1966.
- Wilson, James Q. et al. The Metropolitan Enigma.

- Starred references represent basic material for an understanding of the Urban Renewal process.

In addition to the above list of recommended readings, the following material will be distributed to program enrollees:

- Case study on the Boston Redevelopment Authority (Intercollegiate Case Clearing House, Harvard University Business School, 1970).
- Case study on Southwest Washington (Intercollegiate Case Clearing House, Harvard University Business School, 1970).
- Sternlieb, George; "New York City's Housing -- a Study of Immobilism," The Public Interest Summer 1969.

4 AUGUST 1971

use the following articles  
from Metropolitan Enigma, James Q. Wilson, ed.

"Urban Problems In Perspective," James Q.  
Wilson. (3)

"Race and Migration to The American City,"  
Charles Tilly.

"Housing and National Urban Goals," Bernard  
J. Frieden.

"Social and Economic Characteristics of the  
Population in Metropolitan and Non-  
Metropolitan Areas": 1970 and 1960,  
U. S. Bureau of the Census, Current  
Population Reports, Special Studies,  
P. 23, No. 37, June 24, 1971.

5A06 11

New Community Development in the United States (con't.)

New York Times. Feb. 4, 1971 article on Jonathan, Minnesota, pp. 37-44.

Perloff, Harvey S. "New Towns Intown." American Institute of Planners Journal. May 1966. p. 155-161. (Reprinted by Resources for the Future, Inc. Washington, D. C., June 1966).

A proposal for the new town-in town as a means to transform the physical environment of the city in order to meet social objectives and human resources needs within the existing urban area.

Peterson, David Lee. The Planned Community and the New Investors: Economic and Political Factors in Corporate Real Estate Investment. Berkeley, Center for Real Estate and Urban Economics, Institute of Urban and Regional Development, University of California, 1967. 73 p.

Schuchter, Arnold. White Power/Black Freedom. Boston, Beacon Press, 1968. 650 p.

Chapter 7, p. 346-414, discusses the successes and failures of postwar new town development. A quasi-public "land development corporation" is proposed to improve the management of Federal lands, the creation of cities upon them, and a system of national "urban-grant universities."

Washington Center for Metropolitan Studies. Fort Lincoln New Town. Fort Lincoln Advisory Panel Report and recommendations on program objectives, presented to Edward Logue, principal development consultant. Washington, D. C., 1968. 26 p.

Outline of objectives focused on citizen participation, racial and economic integration, and community facilities and services.

Whyte, William H. The Last Landscape. New York. Doubleday, 1968. 376 p.

A commentary on the shortcomings of British and U. S. new town experience in the postwar era in the chapter on "New Towns."

Wurster, Catherine Bauer. "The Form and Structure of the Future Urban Complex." In Wingo, Lowden, Jr. editor, Cities and Space; the future use of urban land, Baltimore, Md. Johns Hopkins Press, 1963. p. 73-101.

An analysis of trends in the urban form, with suggested alternatives, including super-cities and smaller independent communities.

6 August 1971

Bibliography: Private Development in Cities and Suburbs

The one selected reference:

Birch, David L. The Economic Future of City and Suburb. New York. Committee for Economic Development, 1970.

Brief statement re immutability of change which is bringing low income and black population to the suburbs.

Others:

Berger, Bennett. Working Class Suburb. Berkeley, University of California Press, 1960.

Social description of non-stereotyped suburb.

Engler, Robert. "Subsidized Housing in the Suburbs: Legislation or Litigation," Unpublished M.I.T. M.C.P. Thesis, June, 1971.

Reviews recent local and state legislative efforts and judicial trusts, suggests further state-level legislative remedies.

Gans, Herbert J. The Levittowners. New York, Pantheon Books, 1967.

Systematic look at a suburb and debunking of classic planning tenets.

Hammer, Greene, Siles Associates. Comprehensive Planning Assistance in the Small Community. U. S. Government Printing Office, Washington, 1969.

Describes pathology of the dominant suburban planning system.

Hirst, Joanna. "Housebuilders and the Suburbs in the 1970's," Unpublished M.C.P. Thesis M.I.T., June 1971.

Suggests changing character of private sector housing development in the next decade.

Miami Valley Regional Planning Commission. "A Housing Plan for the Miami Valley Region, A Summary," 1970.

A suburban housing plan that is apparently working.

Wood, Robert C. Suburbia: Its People and Their Politics. Boston, Houghton Mifflin, 1959.

Classic description and apologia for the suburban system.

PROJECT ADAPT--WEEK III

- BARBER & IG'AL: A SIMULATION MODEL OF FIRE DEPARTMENT OPERATIONS: DESIGN AND PRELIMINARY RESULTS.
- KAUFMAN, K.M. AN EVALUATION OF THE ALL-PURPOSE PARTS IN QUEENS CRIMINAL COURT.
- NORRIS, R. REPORT FOR THE METROPOLITAN COUNCIL OF THE TWIN CITIES AREAS ON SOCIAL SERVICES AND POPULATIONS IN LOW INCOME HOUSING.
- NEW YORK CITY: THE COMMUNITY MENTAL HEALTH BOARD, PLANNING FOR PRIORITIES IN THE DEVELOPMENT OF COMPREHENSIVE MENTAL HEALTH SERVICES.
- NEW YORK CITY: CONTAINERIZED REFUSE COLLECTION.
- NEW YORK CITY: EARLY CHILDHOOD PROGRAMS.
- NEW YORK CITY: THE HOUSING CODE ENFORCEMENT PROGRAM.
- NEW YORK CITY: SMALL-SITE INDUSTRIAL RENEWAL PROGRAM.
- NEW YORK CITY: TRAINING INCENTIVE PAYMENTS PROGRAM.
- NEW YORK CITY: ONE MAN CARS FOR POLICE PATROL OPERATIONS.
- NEW YORK CITY. PARKS, RECREATION AND CULTURAL AFFAIRS ADMINISTRATION: ANALYSIS OF REVENUE PRODUCING FACILITIES--TENNIS COURTS.
- POLICY PLANNING COUNCIL: AIR POLLUTION ABATEMENT PROGRAM: THE NEW YORK HEALTH AND HOSPITAL CORPORATION ON-SITE INCINERATORS.
- POLICY PLANNING COUNCIL: PARKS M & O BRONX (PILOT) OPERATIONS IMPROVEMENT IMPLEMENTATION PROJECT--EVALUATION REPORT.
- PUBLIC ADMINISTRATION SERVICE: THE ADMINISTRATION OF A PUBLIC AFFAIRS LIBRARY.
- WEIDMAN, D.R. PPB IN NEW: SOME MANAGEMENT ISSUES.

Section III: Government Publications on National Urban Policy  
(Each of these Commission reports is worth acquiring)

National Commission on Urban Problems (Douglas Commission), Building the American City.

President's Committee on Urban Housing (Kaiser Commission), A Decent Home.

Section IV: Modes of Intervention

A. Intervention: Public or Private Responsibility

In Taming Megalopolis - All of Chapter 16, pp. 725-763.

Kaiser Commission, A Decent Home, op. cit.  
(Evaluation of the capability of the housing industry to meet national housing goals.)

" U. S. Congress. Urban America (c.f. Tamer Rouse) "The Role of the Private Sector in Urban Problems."

Rouse, J. "The Role of the Private Sector in Urban Problems," Urban America: Goals and Problems (U. S. Congress, Joint Economic Committee).

B. Intervention: Choosing the Level of Government: National; State; or Local

Sundquist, J. L. Making Federalism Work; A Study of Program Coordination at the Community Level. Washington, D. C.: The Brookings Institution, 1969. (c.f. Ch. I, The Problem of Coordination in a Changing Federalism, pp. 1-31).

C. Organization for Intervention - Metropolitanism Vs. Decentralization

In Taming Megalopolis - All of Chapter 15, pp. 667-724.

Jacobs, J. The Death and Life of Great American Cities. New York: Random House, 1961.

(A refutation of doctrinaire planning - i.e.; Taming Megalopolis. On governmental organization see Ch. 6 "Uses of City Neighborhoods" and Ch. 21 "Governing and Planning Districts").

Section I: The Political Economies of Urban Areas (cont.)

C. Urban Politics & Sociology

Banfield, E. C. Big City Politics: A Comparative Guide to the Political Systems of Atlanta, Boston, Detroit, El Paso, Los Angeles, Miami, Philadelphia, St. Louis, and Seattle. New York: Random House, 1965.

(This comparative case study may be useful in exploring alternative government organizations and positions.)

Gans, H. J. The Levittowners: Ways of Life and Politics In A Suburban Community. New York: Random House, 1967.

\_\_\_\_\_. The Urban Villagers, New York: The Free Press, 1962.  
(The author recounts life in the West End of Boston when the area was declared a slum and cleared for urban renewal.)

Meyerson, M. and Banfield, E. C. Politics, Planning and the Public Interest: The Case of Public Housing in Chicago. Glencoe, Illinois: Free Press, 1955.

(This is a case study which documents the influence of political and social pressure on the design and location of public housing units.)

Wood, R. C. "The Contributions of Political Science to the Study of Urbanism," Taming Megalopolis, 191-222.

Section II: Policy For Urban Areas: What Next?

Banfield, E. C. "Why Government Cannot Solve The Urban Problems," Daedalus (Fall, 1968), 1231-1242.  
(A preface to the criticisms advanced in The Unheavenly City.)

Campbell, A. K. and Sacks, S. "Administering the Spread City," Taming Megalopolis, 298, 319.

Lyckman, J. W. "Societal Goals and Planned Societies," Taming Megalopolis, 248-267.

Moynihan, D. P. "Toward a National Urban Policy," Public Interest (Fall, 1969), 3-20.

BROWSING SHELF, PROJECT ADAFT:

U.S. National Commission on Urban Problems: Building the American city.  
(Its report). HD7293 .A282

President's Commission on Urban Housing: A decent home. (Kaiser  
Commission Report). HD7293 .A29

Wilson, J.Q. The metropolitan enigma. HT123 .C4435

Managing the modern city.

Municipal public relations.

Municipal police administration.

Municipal finance administration.

Stene: Case problems in city management.

Municipal personnel administration.

Institute for Training in Municipal Administration: Municipal public  
works administration. TD23 .I59 1957

De Bell: Environmental handbook. HC110 .E5 .D286

Altshuler: Community control. HT123 .A469

U.S. National Advisory Commission on Civil Disorders: Report. (Kerner  
Report) EI65.615 .U587

Downs: Who are the urban poor? HC110 .P6 .D751

Banfield: City politics. JS323 .B215

Fitch: Agenda for a city: issues confronting New York. HN80 .N5 .F545

Lockard: The perverted priorities of American politics.

U.S.A.C.I.R. Urban American and the federal system. HJ275 .U584

Friedson: Metropolitan America: challenge to federalism. HT334 .U5 .F899

U.S.A.C.I.R. Metropolitan social and economic disparities. HT334 .U5  
.A244

Mildensky: Politics of the budgetary process. HJ2051 .W368

Bourke: Bureaucracy, politics, and public policy. JK424 .R862

Sherman: It all depends. HD31 .S553

Eldredge: Taming megalopolis. 2 vols. HF151 .E37

Hclleb: Social and economic information for urban planning, vol. 2  
HF167 .H737

Chartrand: Systems technology: applied to social and community problems.

U.S.A.C.I.R. America: policies for future growth.

U.S. Office of Economic Opportunity: Catalog of federal domestic  
assistance programs. HC106.5 .A573

U.S. Office of Economic Opportunity: Vice President's handbook for local  
officials. HC106.5 .A5735

Ridley: Specialists and generalists.. JF1351 .R545

U.S.A.C.I.R. Performance of urban functions: local and areawide.  
JS422 .A47

APPENDIX E

## Field Trip Series

Most of Project ADAPT's activities take place on the M.I.T. campus. This series of field trips, in contrast, has been arranged to provide opportunities for a first-hand look at the operations of city departments and other local agencies responsible for the design and management of urban programs. Although voluntary, these trips are an important part of ADAPT, since they have been selected to illustrate concretely some of the urban issues and problems discussed on campus.

Field trips are in the form of a "guided tour," and tour groups will contain no more than 10 persons each. ADAPT participants can sign up for one or more tours, according to their particular interests, on a first-come first-serve basis. Participants should make an effort to sign up for field trips no later than the Friday before the week in which the tour takes place. It may be necessary to cancel tours which are seriously under-subscribed.

Field trip destinations tentatively include the following:

The BOSTON REDEVELOPMENT AUTHORITY (BRA) is the chief agent of Boston's massive Urban Renewal program. Trip includes a tour of the BRA's City Hall offices, plus a discussion of the Authority's day-to-day activities and management problems. (Two trips available.)

The Boston LITTLE CITY HALLS (LCH) are outposts of City Hall stationed in Boston neighborhoods. Trips probably include a short walking tour of the neighborhood, plus discussion with the local manager of that neighborhood, its special problems, and the functions of the local LCH. (Four to six trips.)

MASSACHUSETTS PORT AUTHORITY (MASSPORT) responsibilities include management of Logan International Airport. Trip includes tour of Logan, plus discussion of special problems of a major airport in close proximity to a major city. (One trip.)

The BOSTON HOUSING AUTHORITY (BHA) manages all of Boston's public housing. Trip includes visit to a housing project, and discussion of public housing issues in Boston. (Two trips.)

Field trip to the BOSTON POLICE DEPARTMENT includes a tour of headquarters, plus more general discussion of the problems of law enforcement in Boston. (Two trips.)

SUMMERTHING is a city-sponsored special summer recreation program. Field visits include trips with Summerthing staff to on-site activities in Boston neighborhoods, plus discussion of the program as a whole. (Two trips.)

The MASSACHUSETTS BAY TRANSPORTATION AUTHORITY (MBTA) coordinates public transit in the Boston region. Trip includes tour of some of the MBTA's newest facilities, plus discussion of transportation technology and the history and management problems of this complex organization. (Two trips.)

The BILLERICA HOUSE OF CORRECTION is an unusually progressive "county jail." Trip includes a tour of the facility, plus a discussion of rehabilitation programs and penal reform in general. (Two trips.)

Trip to the BOSTON STATE HOSPITAL, a State mental institution, includes a tour of the facility, plus discussion of its administrative problems, urban mental health issues, and the developing community mental health program. (Two trips.)

ACTION FOR BOSTON COMMUNITY DEVELOPMENT (ABCD) is a local service-and-action agency for inner city residents. Tour of the ABCD DORCHESTER SERVICE CENTER includes discussion of on-going activities and the ways

in which local agencies promote and manage Federally sponsored programs. (Two trips.)

The MASSACHUSETTS EMPLOYMENT SECURITY DIVISION (MESD) concerns itself with problems of labor supply and demand for the region. Trip includes tour of the facilities, plus discussion of MESD administration and the changing employment conditions in the area.

Trips to other locations will soon be available. Announcements of these trips, plus the details of date, time, guide, meeting place, and transportation arrangements, will all be posted on the bulletin board outside Room 7-345. Please check this bulletin board regularly.

Field trips to additional locations can probably be arranged if participants express a particular interest. If you have any questions or suggestions, contact teaching assistants Quacko Clutterbuck or Philip Dowds.

APPENDIX F

### Evening Forum Series

The evening forums are for the purpose of acquainting the ADAPT participants with "how things get done in the city." These evening forums will take place in the Penthouse of McCormick Hall which offers an unrivaled view of the Charles River and the skyline of Boston. In addition, beer and protocols will be available to sustain a relaxed and informal atmosphere.

The guest speakers will be men of singular accomplishment in a variety of urban tasks. The content of their discussions will be as wide ranging as their backgrounds and experience. During the discussions, the ADAPT participants can freely question, offer viewpoints, and assimilate basic political procedures.

There will be 12 evening forums during the training period. They are scheduled from 7:30 to 9:30 in the evening unless otherwise specified. Lists with the date and name of the guest speaker are posted, and the program participants can sign for any particular date or speaker. To preserve the atmosphere of informality during these evening forums, the number of ADAPT participants will be limited to 15, with a standby of 2 alternates.

PROJECT ADAPT - EVENING FORUM SPEAKERS

<u>Date</u>	<u>Guest Speaker</u>	<u>Title or Position</u>
August 3	Edward J. King	Director of Port Authority of Boston (Massport)
August 4	James Sullivan	City Manager, City of Lowell
August 5	F. Lester Ralph	Mayor, City of Somerville
August 9	Justin Gray	Principal, Justin Gray Assoc., (planning consultant and teaching)
August 10	Robert Davidson	Director of Planning and Construction, Massachusetts Bay Transportation Authority.
August 10	Leon Charkoudian	Commissioner, Dept. of Community Affairs, Commonwealth of Massachusetts
August 12	Monte Basbas	Mayor, City of Newton
August 16	Thomas Hargedon	Director, Office of Public Service, City of Boston
August 19	John Sears	Chairman, Metropolitan District Commission, Boston
August 23		
August 24	Charles Speliotis	Legal Counsel, Boston Redevelopment Authority
August 25	Mel King	Director, Community Fellows Program, Department of Urban Studies and Planning, MIT

APPENDIX G

## URBAN FILM SCHEDULE

Film may be a wonderfully effective means of telescoping information of vicarious experience, yet maintaining the vividness of real life. Here, we have striven to interweave a wide-ranging collection of movies whose themes or topics are either directly or metaphorically relevant. We hope you find them illuminating.

7:00 p.m., Tuesday, 3 August.

You might call this Urban Renewal Day. Urban Planning Aid, a local advocate planning group, presents a slide show, criticizing urban renewal. In "The City - Heaven and Hell," Lewis Mumford provides a cosmic perspective on the city in history. "The Home of Mrs. Levon Graham" uses cinema verite techniques to take us into the lives of a low income family who might be expected to benefit or suffer (depending on your point of view) from the housing consequences of an urban renewal program. "The Worcester Film" documents one, perhaps typical, urban renewal project. As Project ADAPT people will have spent the afternoon looking at urban renewal sites, listening to the Boston Redevelopment Authority explanations of the program, the evening will include the opportunity to discuss the experience with the filmmaker who produced the latter film and a representative from UPA; a debriefing, if you will, from the people's point of view.

7:30 p.m., Thursday, 5 August.

Sometimes juxtaposition of academic theorizing with real life events may provide a flash of insight. Here, Hans Selye explains in "Stress" the behavior of animals in overcrowded conditions. In "People's Park" and "Now" some violent consequences of some atavistic territorial behavior are reviewed. In "Troublemakers", the frustrations which lead to such behavior are reversed as a group attempts to work within the system for changes in their neighborhood.

7:30 p.m., Monday, 9 August.

Current ecological concerns may optimistically be viewed as new evidence that man is discovering how he makes the outer as the inner, and how both must be refined. Lewis Mumford limns the historical perspective in "The City And Its Region." Arthur Hasler demonstrates ecological awareness in "The Organism and The Environment." "The Earth Belongs To The People" and "Make It Real" propose to show how the network of living relations cannot be separated from political considerations.

7:30 p.m., Thursday, 12 August.

Lewis Mumford poses a dichotomy in "The City - Cars Or People?" Women are a significant portion of the population of any urban area, "The Women's Film" attempts to characterize their special perspective.

7:30 p.m., Monday, 16 August.

Institutions are the theme this evening. "High School" presents an unflinching view of domestic education. "Law And Order" lives with a police department to allow a rare opportunity to get to know a police officer's life. "Hospital" reviews conditions in central city emergency wards.

7:30 p.m., Thursday, 19 August.

Who knows best, the professional or the public? This evening is a collection of case histories. "The Case Against Lincoln Center" discusses and shows urban renewal as it destroys a neighborhood. "Black Natchez" shows some community organizers in action in the South working to get equal benefits for their tax dollar. "Lincoln Hospital" is the site of an attempt by workers and community people to gain control of a mental health center. "Hospital Local 1199" shows hospital workers striking for fair wages.

7:30 p.m., Tuesday, 24 August.

"R. Buckminster Fuller: Prospects For Humanity" and Lewis Mumford in "The City And The Future" provide two perspectives; CBS TV's "Cities Of The Future," a few more. "Timepiece" tells it like it is, and "Help, My Snowman's Burning Down" shows how it feels to some.

APPENDIX H

# Application for Admission to Project ADAPT

Please complete this application, and return it to Project ADAPT Office, Rm. 9-316, Massachusetts Institute of Technology, Cambridge, MA 02139, within three days.

1. NAME Family Name First Name Middle Initial

2. PLACE OF BIRTH DATE OF BIRTH

3. HOME ADDRESS Number Street City

State Zip Code Tel. No.

4. FAMILY STATUS  Married  Divorced  Widowed  Single  Separated  No. Children Under 21  Spouse's Occupation

5. ACADEMIC OR PROFESSIONAL TRAINING Institution Attended Dates of Attendance Major Field Degree or Certificate

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6. PROFESSIONAL EXPERIENCE (At Least during past five Years) Position Company Location Dates

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Duties: For most recent professional position held.

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7. CIVIC ACTIVITIES (Elected Offices, Volunteer Work, Committee Memberships)

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8. PROFESSIONAL ACTIVITIES (Societies, Organizations, Offices Held)

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9. PREVIOUS EFFORTS AT LOCATING EMPLOYMENT (Employment agencies, registries, other services contacted) .....

10. REASONS FOR WISHING TO ENROLL IN PROJECT ADAPT (Including career expectations, applicability of previous employment and civic experience, additional qualifications and interests).

SIGNATURE

DATE

APPENDIX I

anning

Institute  
of Technology

Cambridge  
Massachusetts  
02139

Memo: To all Project ADAPT Participants  
From: Francis Ventre, Director

The attached questionnaire is designed to provide us with information about your job interests, your career objectives, and your expectations for this program. We ask that you complete it between 8:00 A. M. and 10:00 A. M. on August 2, (before you have read the material in your registration package) and return it immediately to a member of the Project ADAPT staff in the Kresge Little Theatre.

The results of the questionnaire will be tabulated by computer and handled thereafter in aggregate form only. No individual names will be used. Nor will responses affect individual performance or NCL job placement which follows Project ADAPT. Rather, this aggregate data will form the basis for program changes in Project ADAPT and for future policies relating to programs for aerospace personnel moving to jobs in agencies of state and local government.

We appreciate your cooperation in completing this survey.

Questionnaire #1

NAME: \_\_\_\_\_

Background Information

1. How long have you been unemployed?

less than 3 months

1 - 2 years

3-6 months

more than 2 years

6 months - 1 year

2. In the most recent professional position you held what was your approximate monthly salary?

\$ 0-400

\$1401-1700

\$ 401-700

\$1701-2000

\$ 701-900

\$2001-2500

\$ 901-1100

under \$2500

\$1101-1400

3. How many people did you supervise in that position?

self - 2

21 - 50

3 - 5

51 - 100

6 - 10

over 100

11 - 20

4. Have you ever worked in a position in the public sector?

Yes

No

If yes, please describe the position. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Job Interests

5. In general, do you believe that urban government agencies are similar to the organization you came from?

- |  |  |
|--|--|
| <input type="checkbox"/> similar in nearly all ways.     | <input type="checkbox"/> dissimilar in more ways than similar. |
| <input type="checkbox"/> similar in more ways than not.  | <input type="checkbox"/> dissimilar in nearly all ways.        |
| <input type="checkbox"/> about as similar as dissimilar. |  |

6. Of the following characteristics of urban government organizations, which would you anticipate to be similar to aerospace and defense organizations and which different?

- |                                  |                                    |  |
|----------------------------------|------------------------------------|--|
| <input type="checkbox"/> similar | <input type="checkbox"/> different | The type of job the organization performs. |
| <input type="checkbox"/> similar | <input type="checkbox"/> different | The structure of the organization.         |
| <input type="checkbox"/> similar | <input type="checkbox"/> different | The way in which personnel are evaluated.  |
| <input type="checkbox"/> similar | <input type="checkbox"/> different | The delegation of authority.               |
| <input type="checkbox"/> similar | <input type="checkbox"/> different | The decision-making process.               |
| <input type="checkbox"/> similar | <input type="checkbox"/> different | Personal relationships among employees.    |
| <input type="checkbox"/> similar | <input type="checkbox"/> different | Political sensitivity of decisions.        |
| <input type="checkbox"/> similar | <input type="checkbox"/> different | Amount of work assigned to employees.      |
| <input type="checkbox"/> similar | <input type="checkbox"/> different | The quality of personnel.                  |

7. How do you feel that your new job in the public sector will compare to your prior jobs?

	<u>much less</u>	<u>a little less</u>	<u>about the same</u>	<u>a little more</u>	<u>much more</u>
difficult	<input type="checkbox"/>				
routine	<input type="checkbox"/>				
technical	<input type="checkbox"/>				
stable	<input type="checkbox"/>				
interesting	<input type="checkbox"/>				
constrained	<input type="checkbox"/>				

8. What types of subjects would you hope that Project ADAPT will focus on? Please rank your three top choices.

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Municipal finance and budgeting               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Civil and sanitary engineering                |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Urban sociology                               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Decision making techniques for urban agencies |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Systems analysis                              |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Theories of social changes                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | City design                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Environmental engineering                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Public administration                         |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Housing technology                            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Poverty and race relations                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Transportation planning                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Organizational behavior                       |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Other _____                                   |

Urban Career Objectives

9. What kind of municipality would you most like to work for? Please check one characteristic in each row.

- population:  5000-15,000     15,000-50,000     50,000-100,000  
 100,000-500,000     over 500,000
- location:  Northeast     Middle Atlantic     South     Middle West  
 Southwest
- government:  strong legislature     city manager     town meeting  
 strong mayor
- type :  rural     outer suburban     inner suburban     center city

10. What kind of job would you most like to receive? Please try to include the following in your description: what task you would like to perform, for whom you would like to work, and in what organization you would like to work.

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11. In your opinion which of the following constitute the most effective policies for alleviating urban problems? Please check three.

- Prevent tax rates from rising
- Increase the rate of housing construction
- Reduce the crime rate
- Provide mayors with greater levels of funding and expertise
- Improve pre-school and elementary public education
- Encourage industrial and commercial development in the cities
- Regulate polluting industries and vehicles
- Encourage migration of lower income families to the suburbs
- Formulate a national urban development strategy
- Create more jobs for low-income families

12. As you view it, what is the "welfare crisis?"

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How would you alleviate it?

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13. At what governmental level are the following services best performed?

	<u>local</u>	<u>regional</u>	<u>sub-state</u>	<u>state</u>	<u>federal</u>
water pollution control	<input type="checkbox"/>				
public welfare	<input type="checkbox"/>				
zoning and subdivision control	<input type="checkbox"/>				
housing code enforcement	<input type="checkbox"/>				
secondary education	<input type="checkbox"/>				
water supply	<input type="checkbox"/>				
law enforcement	<input type="checkbox"/>				
industrial development	<input type="checkbox"/>				

14. In your experience, what do the following terms mean as applied to cities?

PPBS \_\_\_\_\_

LEAA \_\_\_\_\_

Workable Program \_\_\_\_\_

Maximum feasible participation \_\_\_\_\_

HUD \_\_\_\_\_

Responsiveness \_\_\_\_\_

New town \_\_\_\_\_

Categorical program \_\_\_\_\_

Master plan \_\_\_\_\_

Revenue sharing \_\_\_\_\_

Assume that it is your job to offer professional assistance to an urban neighborhood requesting health facilities. Composed of almost 5,000 people, this neighborhood has an even representation of Blacks, Puerto Ricans, and French Canadians with a median family income of \$4,500. Though the neighborhood possesses no public health facilities of its own the city maintains a general hospital in an adjacent neighborhood.

15. In terms of performing an effective job of planning for the neighborhood, in what position would you prefer to work.

- consultant to a single neighborhood group
- planner in the city mayor's office
- consultant to the regional health authority
- planner in the state department of public health
- city public health commissioner

16. In general what procedure would you use to determine the type and size of facilities which would best meet neighborhood needs.

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17. What pieces of information would you need to determine whether your proposal for such a facility is feasible?

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18. Would you agree or disagree with the following statements?

agree      disagree

Change in the policies of public agencies is most often accomplished by people working within the agency itself.

Cost-benefit analysis helps municipal officials to weigh the conflicting goals of urban social groups.

Questionnaire #2

Name \_\_\_\_\_

Project ADAPT

What subject areas, if any, do you feel that Project ADAPT omitted, which might have been useful in orienting you to an urban job?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please rate the following ADAPT program elements according to your opinion of their general effectiveness in orienting you to the urban field.

<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lectures
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Panels
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Small Group Sessions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Urban Odyssey, City Reconnaissance
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Evening Forums
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Field Trips
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	APEX
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other Gaming Sessions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Informal Conversations With Staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Relationships With Other Participants

In your opinion what purposes, if any, did the Project ADAPT Orientation fulfill?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Urban Career Objectives

In general, do you believe that urban government agencies are similar to the organization you came from?

- similar in nearly all ways.
- dissimilar in more ways than similar.
- similar in more ways than not.
- dissimilar in nearly all ways.
- about as similar as dissimilar.

5. Of the following characteristics of urban government organizations, which would you anticipate to be similar to aerospace and defense organizations and which different?

- similar      different       The type of job the organization performs.
- similar      different       The structure of the organization.
- similar      different       The way in which personnel are evaluated.
- similar      different       The delegation of authority.
- similar      different       The decision making process.
- similar      different       Personal relationships among employees.
- similar      different       Political sensitivity of decisions.
- similar      different       Amount of work assigned to employees.
- similar      different       The quality of personnel.

6. How do you feel that your new job in the public sector will compare to your prior jobs?

much less   a little less   about the same   a little more   much more

difficult	<input type="checkbox"/>				
exciting	<input type="checkbox"/>				
technical	<input type="checkbox"/>				
stable	<input type="checkbox"/>				
interesting	<input type="checkbox"/>				
constrained	<input type="checkbox"/>				



7. What kind of municipality would you most like to work for? Please check one characteristic in each row.

population:  5,000-15,000  15,000-50,000  50,000-100,000

100,000-500,000  over 500,000

location:  Northeast  Middle Atlantic  South

Middle West  Southwest

government:  strong legislature  city manager  town meeting

strong mayor

type:  rural  outer suburban  inner suburban

center city

8. What kind of job would you most like to receive? Please try to include the following in your description: what task you would like to perform, for whom you would like to work, and in what organization you would like to work.

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9. What kind of job do you anticipate that you will receive through the National League of Cities placement process? (agency, level, and task.)

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10. In your opinion, which of the following constitute the most effective policies for alleviating urban problems? Please check three only.

Prevent tax rates from rising.

Increase the rate of housing construction.

Reduce the crime rate.

Provide mayors with greater levels of funding and expertise.

Improve pre-school and elementary public education.

10. (continued)

- Encourage industrial and commercial development in the cities.
- Regulate polluting industries and vehicles.
- Encourage migration of lower income families to the suburbs.
- Formulate a national urban development strategy.
- Create more jobs for low-income families.

11. At what governmental level are the following services best performed?

	<u>local</u>	<u>regional</u>	<u>sub-state</u>	<u>state</u>	<u>federal</u>
water pollution control	<input type="checkbox"/>				
public welfare	<input type="checkbox"/>				
zoning and subdivision control	<input type="checkbox"/>				
housing code enforcement	<input type="checkbox"/>				
secondary education	<input type="checkbox"/>				
water supply	<input type="checkbox"/>				
law enforcement	<input type="checkbox"/>				
industrial development	<input type="checkbox"/>				

12. In your experience, what do the following terms mean as applied to cities?

- Maximum feasible participation \_\_\_\_\_
- HUD \_\_\_\_\_
- Responsiveness \_\_\_\_\_
- New town \_\_\_\_\_
- Master plan \_\_\_\_\_
- Revenue sharing \_\_\_\_\_

3. Would you agree or disagree with the following statements?

agree      disagree

                                           Change in the policies of public agencies is most often accomplished by people working within the agency itself.

                                           Cost-benefit analysis helps municipal officials to weigh the conflicting goals of urban social groups.

                                           Regulation of local air and water pollution emission is best accomplished by state government.

                                           The placement of a "new town" should be primarily the decision of the adjacent communities.

                                           The automobile, more than any other invention of the 20th century has shaped the modern American city.

                                           The professionalization of the police has tended, over time, to increase the responsiveness of police to community needs.

                                           The concentration of minority groups in the central cities of the Northern metropolitan areas is a result of a steady, direct migration from Southern rural areas.

## Summary Data on ADAPT Participants

### AGE:

21-30	8%
31-40	23
41-50	43
over 51	26
	<u>100%</u>

### STATE:

Alabama	16.0%
Florida	14.0
N.Y., N.J., Conn.	19.5
Mass., N. H.	50.0
Washington	.5
	<u>100.0%</u>

### FAMILY STATUS:

Married	86%
Divorced	4
Widowed	1
Single	8
Separated	1
	<u>100%</u>

### NUMBER OF CHILDREN UNDER 21:

0	29%
1	13
2	28
3	18
4	8
5 and over	4
	<u>100%</u>

WIFE'S OCCUPATION:

Not now married	14%
Housewife	46
Clerical-secretarial	11
Part-time	6
Teacher	9
Other professional	14
	<u>100%</u>

EDUCATION:

Level:	
High school graduate	2%
Less than 2 years college	2
2 or more years college	2
Associate's degree	6
Bachelor's degree	40
S.B., B.A. plus some graduate work	16
Master's degree	25
Professional degree	1
Doctorate	6
	<u>100%</u>

Field:	
Arts	1
Civil and sanitary engineering	1
Industrial engineering	6
Aeronautical	54
	1
Law	14
Management	1
Science, earth	2
Science, life	16
Science, physical	4
Science, social	4
	<u>100%</u>

EMPLOYMENT:

Field: (last professional experience)

Hardware	25%
Process	13
Software	12
Quality control	10
Marketing	9
Not elsewhere classified	9
Testing	7
Logistics	7
Finance	5
Sales engineering	3
	<u>100%</u>

Level:

President, Vice President	3%
Manager	15
Engineering manager	17
Senior engineer	33
Operative engineer	28
Technician	1
Partner	3
	<u>100%</u>

Monthly Salary:

\$401-700	1%
700-900	2
901-1100	15
1101-1400	30
1401-1700	33
1701-2000	12
2001-2500	6
over 2500	1
	<u>100%</u>

Number of Persons Supervised:

0-2	36%
3-5	21
6-10	18
11-20	11
21-50	7
51-100	3
100+	4
	<u>100%</u>

Previous employment in the public sector:

yes	21%
no	79
	<u>100%</u>

Nature of public sector employment :

Local official	25%
Teaching	17
Federal technical	15
Federal agency	15
State consulting	10
Planning board	10
Local athletics	5
Federal legislative	3

Length of unemployment:

0-3 months	11%
3-6 months	28
6-12	34
12-24	26
over 24 months	1
	<u>100%</u>

CIVIC ACTIVITIES:

Membership in civic activities by type:

Local government (minor office)	#10	5.4%
Local government committee	29	15.8%
Planning organization	12	6.5%
Economic development organization	24	13.0%
Other civic organizations	239*	
No organizational membership	44	23.9%

\*total memberships held

Number of participants serving as officers in civic organizations:

Local gov't. minor office	5.4
Economic development organization	4.8
Other civic organizations	23.9
No offices held	<u>65.8</u>
	99.9

Professional organizations\*\*

none	27.18
member, engineering	58.1
member, scientific	9.2
member, social science	6.5
member, other	26.2
member, social club	1.1
member, prof. empl. club	3.3
prof. registration	2.7
honorarys	7.1
officer, engineering	10.88
officer, scientific	1.1
officer, social science	0
officer, other	5.9
officer, social	3.8
officer, empl.	.5

\*\*figures do not total due to multiple counting

APPENDIX J

## THE PROGRAM IN PROGRESS: SPACE ARRANGEMENTS

Participants from beyond commuting range were housed in single or double rooms at Baker House (men) or McCormick Hall (women). Both buildings are conveniently near the center of the M.I.T. campus, public transit busses, and our main meeting place: Kresge Little Theater. Commuters were provided parking spaces in the West Garage on Vassar Street, a less than five minute walk.

As it was August, all meeting places were air-conditioned and very near each other. Obtaining space after the beginning of Summer Session led to two minor compromises: small groups met in lecture rather than discussion type classrooms, and two of these were 10 rather than 5 minute walks from Kresge - but they were used less than 6 hours in 20 full days.

The main meeting room of Project ADAPT was Kresge Little Theater, cap. 192. It is centrally located on campus and has stage, projection, and recording facilities (the latter with some elusive gremlins). With the help of the Kresge Auditorium staff, it proved flexible enough for ceremonies, lectures, panel discussions, audience participation sessions, question-and-answer periods, movies, slide shows, etc. The small dimensions, intimate scale, pleasant decor, and good unamplified acoustics made participants and staff comfortable. Only two difficulties arose: a) One morning, dancing on the Kresge main stage - directly overhead - produced dull thuds, and b) the 184 participants were so close to the Little Theater's maximum capacity that latecomers felt inhibited from finding seats and stood in the back. It would be better to have meeting places with 20-25% excess capacity.

Two adjoining rehearsal rooms, cap about 80 each, were occasionally used for press conferences, seminars and work sessions. The Kresge Main Lobby was convenient for coffee breaks, bulletin boards, check distributions, and impromptu discussions. In short, Kresge Auditorium was a very suitable facility.

The Student Lounge of the Urban Studies Department, Room 7-345, became the Project ADAPT Lounge. Mail, notices, handouts, and schedules were distributed in the participants' mailboxes. Up-to-date schedules, sign-up sheets, comment and suggestion boards covered the walls. Jane Young handled questions, messages, telephoning, trouble-shooting and coffee. A few steps down the hall in Room 7-331 Milton Rosenthal, liaison officer for NLC/USCM, dealt with job-related questions.

Metro-APEX, the urban simulation game, was played in the Vannevar Bush Room (10-105), cap. about 80. Between 60 and 70 participants used tables functionally clustered around the room. The L-shaped plan with a central column restricted full visual and auditory contact a little on those occasions it was necessary to address the whole group. The kitchen and its coffee urn were necessary conveniences during the 4-6 hour APEX sessions.

Both the Center for Advanced Engineering Study and the Urban Studies Department provided classrooms in Building 9, Rooms 9-351 and 9-355, cap. ca. 30 each and 9-550, cap. ca. 50, were used for briefing, de-briefing and work sessions during the City Reconnaissance. Lecture hall 9-150, cap. 150, was used for two evening sessions and, while less attractive than Kresge Little Theater, proved satisfactory.

Classrooms 16-134, cap. 80, and 39-500, cap. 50, were the most remote from Kresge, but were only used on two occasions. They are not designed to encourage participation, but this is less of a hindrance to discussion than architects commonly suppose.

The evening forums, off-the-record chats with political personalities, found a proper setting in the McCormick Penthouse: physically secluded, cozy, and with an excellent view of the Boston skyline. The dining-room and courtyard of McCormick Hall were the scene of the Project's get-acquainted party; tables, chairs, nooks, and open spaces were varied enough to provide a good background.

Display boards produced by participants in the City Reconnaissance were attached to the structures erected by architectural students in the Lobby of M.I.T.'s main entrance (Building 7). They contributed to the varied and intriguing aspect of these airy lounges. Passers-by went out of their way to give the boards a good deal of detailed attention during the two weeks they were on display and scribbled replies to points made on them.

In summary, the physical accommodations of Project ADAPT were satisfactory because M.I.T. has a large enough variety of suitable spaces within a short walking distance of each other, and a staff organization which makes it possible to schedule and service them in a straightforward manner.

APPENDIX K

## Statistical Summary of Voluntary Participation in Evening Forums and Field Trips

Level and scope of participation appear to be one indication of the success of a program which depends on voluntary activity. It was anticipated that participation in optional activities would vary primarily by place of residence -- that the advantages of dormitory housing would be reflected in the increased participation of dormitory residents. Participation levels were expected to vary significantly by socio-economic characteristics.

What follows is a partial summary of findings in these areas. All sign-up sheets for forums and for field trips were tabulated against the roster of participants and determined absolute and relative levels of participation for each activity. Forum participation was then compared to field trip participation.

Participation by ADAPT personnel in the optional aspects of the program; i.e., the field trips and evening forums, as measured by the number signed up was high. The average rate of participation was 3.03 such events per participant. Participation, however, was unevenly distributed, since the median participation was one trip and one forum for both the dorm residents and commuters. Only six (3%) failed to participate, and 62 (33%) attended more than one forum and 72 (39%) more than one field trip. One participant attended six forums and ten field trips.

In designing the Project ADAPT curriculum we had anticipated that resident participants would be more active in optional events than commuters. In fact, the difference between resident and nonresident participation is much less than statistically significant. Residents

also, however, seem to have taken greater advantage of the evening forums and to have gone on fewer field trips than commuters.

The interesting aspect of the distribution of voluntary participation seems to be that a small group accounts for a large portion of over-all participation; the 17% of the participants with more than four activities accounted for 37% of all participation. Taking the voluntary participation measured here as an indicator of over-all participation, we will attempt in subsequent evaluations to employ it as a variable to explain variation in job experience.

APPENDIX L

ROSTER OF PROJECT ADAPT FACULTY

2 August - 27 August 1971

2 August

DAVID GROSSMAN

Deputy Director, Bureau of the Budget, City of New York, Municipal Building, New York, New York

He has been at his present position since 1967. Prior to that he was assistant director for Program Management and Review, Community Action Program, U.S. Office of Economic Opportunity.

DR. ROBERT C. WOOD

President, University of Massachusetts, 80 Devonshire St., Boston, Mass.

He was formerly Secretary of the U.S. Department of Housing and Urban Development and has written several important books on urban and suburban problems, including 1400 Governments and Suburbia.

3 August

MR. JAMES DROUGHT

Administrator for Staff Services, Boston Redevelopment Authority, City Hall, Room 900, One City Hall Square, Boston, Mass. 02201

He has extensive planning experience in such farflung places as St. Louis, Mo.; Puerto Rico; Calcutta, India; and the South Pacific. He was Deputy Director of Planning and Engineering for the Federal Division of Slum Clearance and Urban Redevelopment, a predecessor to HUD, and has worked with the Boston Redevelopment Authority for nine years.

DR. ALAN RABINOWITZ

182 Upland Road, Cambridge, Mass. 02140

He has extensive experience in real estate and has explored technology transfer issues through consultation with Lincoln Laboratory of MIT regarding non-military and urban research opportunities.

MR. JEROME LYLE RAPPAPORT

26 Emerson Place, Boston, Mass. 02114

He is a graduate of Harvard Law School, 1949 (age 20); MPA Littauer School at Harvard, 1962. He has extensive experience in Boston Politics and is an attorney of distinction, especially with regard to urban renewal, eminent domain, and large scale residential developments.

MS. MARIAN YANKAUER

Urban Planning Aid, 639 Massachusetts Ave., Cambridge, Mass.

She works for preservation and development of adequate housing for low-income people; often, this involves modifying government programs as an advocate for local citizens' groups.

4 August

MR. THOMAS ATKINS

Member, Boston City Council, 122 Cambridge St., Boston, Mass.

Mr. Atkins graduated from Indiana University, BA, 1961; Harvard University, MA, Economics and Politics of the Middle East, 1963; Harvard Law School, J.D., 1969. He was admitted to the Massachusetts Bar in 1971 and is active in the Black Elected Officials Conference.

DR. NATHAN GLAZER

Graduate School of Education, Harvard University, 29 Garden St., Cambridge, Mass.

He has taught sociology, served as Associate Editor of Commentary, and been a member of several presidential task forces dealing with urban problems. He is co-author of The Lonely Crowd and of Beyond the Melting Pot.

MR. ALBERT KRAMER

Special Assistant, Office of the Governor, State House, Boston, Mass.

He is responsible for the development of programs and policies in the urban field. His background is in public law.

MR. MARTIN LINSKY

Representative, Room 448, State House, Boston, Mass.

He is State Representative of the 13th Norfolk District, Massachusetts. He is assistant Minority Leader and a member of legislative committees dealing with health, housing, and welfare.

PROFESSOR LOUIS MENAND

Assistant to the Provost, MIT Room 7-141, Cambridge, Mass.

He has served as an executive consultant to Upward Bound in Washington and headed this program at MIT. He has taught political science at Vassar; Maxwell School, Syracuse University; Dartmouth; and MIT.

5 August

MR. EDWARD CROMWELL

President, Cromwell, Neyland, Truemper, Millet & Gatchell, A-E,  
416 Center St., Little Rock, Ark. 72201

He has been a principal in his firm since 1941; typical work includes college masterplanning, educational buildings, industrial and commercial structures, multi-family housing, state parks, museums and art centers.

BENJAMIN HUTTON CUNNINGHAM, JR.

Vice President/ Director of Design, Jonathan Development Corporation,  
Chaska, Minnesota 55318

Mr. Cunningham has primary responsibility for the planning and urban design of the Jonathan New Town Project; as an officer of the corporation he is also part of the management team directing the operations of the company.

MR. J. LEONARD IVINS

GMA Development Corporation, 3900 One Shell Plaza, Houston, Texas 77002

He has been involved in the development of Columbia, Maryland, a new town, in various capacities since 1965.

PROFESSOR LAWRENCE SUSSKIND

Department of Urban Studies and Planning, Room 7-338, MIT, Cambridge, Mass.

He is Special Assistant to the Department Chairman for Program Development. His professional interests are national policy for urban growth and potentials for planned new communities.

MR. JACK UNDERHILL

Department of Housing and Urban Development, Room 7146, 451 7th St. SW,  
Washington, D. C. 20410

He is privately involved in program monitoring of new community developments, and the review of applications for new communities funds.

MR. ADAM YARMOLINSKY

New York State Urban Development Corporation, 1345 Avenue of the Americas, New York, New York 10013

He is chief Executive Officer of Welfare Island Development Corporation, New York City. He is also Professor of Law, Harvard Law School, and member of the Institute of Politics, John Fitzgerald Kennedy School of Government. He formerly served as Assistant Secretary of Defense.

6 August

MR. PAUL DAVIDOFF

Director, Suburban Action Institute, 180 East Post Road, White Plains,  
New York 10601

An attorney and planner, he is a student of planning thought and theory. The concept of advocacy planning is attributed to him. His work at the SAI is centered on opening suburbs to a more representative social, economic and racial mix.

MR. HAROLD GRABINO

DCA Development Corporation, 15 Park Row, New York, New York 10038

Mr. Grabino is a member of the Board of Directors and Clerk of DCA Development Corporation, a developer of housing for low and moderate income families. A graduate of Yale University Law School, 1954, he has extensive experience in urban renewal and FHA work.

MR. PHILLIP HERR

Phillip Herr and Associates, 230 Boylston St., Boston, Mass.

He maintains a private planning consultants group, is a registered architect, and is an associate professor of City Planning at MIT, where he teaches planning design and systems design.

DR. WILLIAM PORTER

Dean, School of Architecture and Planning, MIT, Cambridge, Mass. 02139

He is an architect-planner interested in computer application to design problems, and in responsive design techniques for discovery and satisfaction of user needs.

MR. MARK WALTCH

137 Monadnock Rd., Chestnut Hill, Mass. 02167

He has been a successful developer and consultant in the fields of building, real estate, financing and development over the past 13 years.

9 August

MR ROBERT BRUCE

Bolt, Beranek, and Newman, Inc., 50 Molton St., Cambridge, Mass. 02138

He is manager of the BBN engineering acoustics group. He received his E.E. from MIT in 1966.

MR. JOHN EVANS

Mitre Corporation, Route #62, Bedford, Mass.

He is a senior management and systems consultant; for the past 15 years he has worked in the field of organizational design and development.

DONLYN LYNDON

Dept. of Architecture, MIT, Cambridge, Mass. 02139

Formerly head of Architecture at University of Oregon, member of the architectural faculty of University of California at Berkeley. As a practicing architect, he has won several national awards.

MR. CHET HATTSON

Chief of Environmental Programs and Planning, Hackensack Meadowlands Development Corporation, 1099 Wall St. West, Lyndhurst, N.J. 07071

He is by training a historian of the theory of ideas. His orientation in planning is that of a generalist; hence he is often able, for instance, to act as a bridge between the special expertise of engineers, biologists, industrialists, lawyers and politicians.

MR. DAVID STANDLY

Executive Director, Air pollution Control Commission, City Hall, Boston, Ma.

He has extensive experience in control of air pollution and has also considered problems of noise pollution.

PROFESSOR DAVID GORDON WILSON

MIT, I-112, Cambridge, Mass.

He is engaged at MIT teaching thermodynamics and mechanical design and has been supervising research in fluid dynamics, interurban transportation, highway safety, and solid-wastes management.

12 August

DR. AARON FLEISHER

Department of Urban Studies and Planning, 7-338, MIT, Cambridge, Mass.

A geophysicist by training, specializing in meteorology, he has worked in recent years in the area of computer simulations of urban environments and the modeling of social processes.

MR. EDWARD J. CACHNINE

Regional Director, Operation Breakthrough, Region E, Room 800, John F. Kennedy Federal Building, Boston, Mass.

He has worked in the housing industry since 1946. He is HUD's New England representative for industrialized housing.

MR. RONALD J. PHILLIPS

Senior Vice-President, Technology Application Program, ICMA, 1140 Conn. Ave., NW, Washington, D.C. 20036

He was formerly with NASA as Director of the Technology Utilization Program, and he continues that work with the Technology Application Program of the International City Management Association, where he is responsible for industrial liaison and other activities related to applying technology to the urban sector.

MR. WARREN SIEMANS

ABT Associates, 55 Wheeler St., Cambridge, Mass.

He is involved with the pragmatic problems of technology transfer as Director of a NASA Technology Applications Program; and as Director of an NSF-funded project to analyze alternative models for making advanced technology available to cities.

13 August

MR. NORMAN M. KLEIN

Associate Partner, Skidmore, Owines, & Merrill, 1100 Connecticut Ave. NW, Washington, D. C. 20036

Mr. Klein's experience includes major architecture and planning projects with specialization in urban design and planning for transportation.

PROFESSOR KARL LINN

MIT, 7-402, Cambridge, Mass. 02139

He is involved in landscape architecture and community resource planning; of late he has focused his attention on the areas of human ecology and alternative life styles.

DR. JAMES MOREY

The Cambridge Institute, 1878 Massachusetts Ave., Cambridge, Mass.

He moved from the field of experimental psychology to operations research and systems analysis for such defense concerns as Rand Corporation. In 1964 he reappraised his commitments and since then has worked with anti-war groups and for development of solutions to a wide range of urban concerns, focusing upon issues which affect development in low-income communities.

MR. CARL ROBART

Manager of Environmental Studies, R. Dixon Speas and Assoc., Inc.,  
47 Hillside Avenue, Manhasset, N. Y. 11030

He is a specialist in interface of transportation systems - especially effects of airports upon city transportation networks and neighborhoods.

MR. FREDERICK PETER SALVUCCI

Deputy Director, Mayor's Office of Public Service, City Hall, Boston, Mass.

A Civil Engineering Graduate of MIT, he was formerly manager of the East Boston City Hall before moving "Downtown."

16 August

PROFESSOR ROB HOLLISTER

Dept. of Urban Studies, MIT, 7-338, Cambridge, Mass. 02139

He has wide-ranging interests in cities. Most recently he has been analysing health care delivery systems.

PROFESSOR JOHN T. HOWARD

Dept. of Urban Studies, MIT, 7-333, Cambridge, Mass.

He specializes in land use planning and has consulted throughout the world as principal of his own firm. He served for years as Urban Studies Department Chairman and is now Admissions Officer.

REPRESENTATIVE DAVID LIEDERMAN

69 Tremont St., Malden, Mass. 02148

He is experienced in the practical and political elements which affect operation of housing and welfare systems, as both legislator and Professor of Social Work, Boston University.

WALTER McCANN

Graduate School of Education, Harvard University, 701 Larsen Hall, Cambridge, Mass.

He has served as Assistant to Harold Howe when the latter was U.S. Commissioner of Education.

DR. ROBERT MORRIS

Professor of Social Planning, Florence Heller School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Mass. 02154

He is Director of the Levinson Gerontological Policy Institute at Florence Heller School. His work in Social Policy Planning is well known.

DR. THOMAS REPPETTO

Joint Center for Urban Studies, 66 Church St., Cambridge, Mass.

Formerly Detective Commander, Chicago Police Department, he received a Ph.D. in Government from Harvard and now teaches and consults in the area of criminal justice.

MR. ARTHUR SOLOMON

Joint Center for Urban Studies, 66 Church St., Cambridge, Mass.

He is interested in general issues associated with housing, particularly the analysis of the effectiveness of government programs.

17 August

MR. JOHN FEILD

U.S. Conference of Mayors, 1612 K St. NW, Washington, D.C. 20006

As director of the Center for Policy Analysis of the NLC/USCM, he has been a central figure in the development of U.S. urban programs and policy for several years.

PROFESSOR MICHAEL LIPSKY

Dept. of Political Science, MIT, E53-409, Cambridge, Mass.

He has researched in the areas of citizen participation, issues of centralization, and bureaucratic behavior as they affect and are affected by urban politics.

18 August

DR. MIKE APPLEBY

Cambridge Model City Agency, 639 Massachusetts Ave., Cambridge, Mass.

He is an accomplished puppeteer, winemaker, woodsman and city planner. He focuses upon achieving the ideal of democratic representation of minority groups in decisions affecting their community.

MR. ROBERT COSTA

Cambridge Model Cities Agency, 639 Mass. Ave., Cambridge, Mass.

He is a Cambridge Model Cities staffer with responsibility in the health and social service area.

PROFESSOR JAY FORRESTER

Sloan School of Management, MIT, E52-454C, Cambridge, Mass.

He has made fundamentally important contributions to computer hardware technology but in recent years he has developed new methods for analysing the dynamics of complex systems such as industrial organizations and urban regions.

CHARLES FRANKEL

Special Assistant to Assistant Secretary Hyde, Dept. of Housing & Urban Development, JFK Federal Building, Government Center, Boston, Mass. 02203

He is responsible for reviewing Model Cities activities in the New England Region.

MR. MARSHALL KAPLAN

Marshall Kaplan, Gans, and Kahn, 426 Pacific Avenue, San Francisco, Calif. 95133

As a consultant, he has directed several nationally significant evaluation programs including the 21 Model Cities Study (HUD); 3 Cities Model Cities Analysis (HUD); an analysis of OEO Community Action Programs (U.S. Senate); and the Federal Executive Board Study of the Impact of Federal Programs in Oakland, Calif.

PROFESSOR ROBERT O'HARE

Bureau of Public Affairs, Boston College, 86 Commonwealth Ave., Newton, Mass.

A specialist in public administration, he has consulted with many agencies of federal, state and local government.

DR. PAUL PARKS

Director, Boston Model Cities Agency, 2401 Washington St., Roxbury, Mass. 02119

Currently serving as Director of a \$7 million Model Cities effort, he had much earlier worked as an engineer at United Aircraft.

DR. SAMUEL THOMPSON

Boston Model Cities Agency, 2401 Washington St., Roxbury, Mass. 02119

He leads the research and development staff of one of the nation's larger Model Cities programs.

DR. BERTRAM WALKER

Model Neighborhood Board, Boston Model Cities, 333 Dudley St., Roxbury, Mass.

A former teacher, he is currently director of Boston Model Neighborhood Board, the community participation arm of Boston Model Cities Program.

19 August

DR. FRANK COLCORD

Chairman, Political Science Dept., Tufts University, Medford, Mass.

He has researched the politics of community participation in transportation decisions as a subset of the politics of local government.

MS. MARILYN GITTEL

Director, Institute for Community Studies, Queens College, 153-10 61st St., Flushing, New York

She has developed community studies in the areas of health, education, and methods for development of participation. She has published extensively.

MR. LEON ROCK

Director, Boston Black Student Union, 531 Mass. Ave., Boston, Mass. 02118

A high school student, he is concerned with community participation and community control through voter registration and formation of interest groups. He hopes to become an architect.

20 August

MR. GEOFFREY FAUX

Cambridge Institute, 56 Boylston St., Cambridge, Mass. 02138

He is an economist interested in aiding attempts by low-income urban and rural community organizations at economic development through community development corporations.

DR. LEONARD HAUSMAN

Florence Heller School of Social Welfare, Brandeis University, 415 South, Waltham, Mass.

He is an economist who researched family assistance plan (Guaranteed annual income), pilot projects in the U.S., and is generally interested in national economic policy, especially as it is related to social welfare.

23 August

DR. ANTHONY DOWNS

Senior Vice President, Real Estate Research Corporation, 72 W. Adams, Chicago, Ill.

He specializes in urban economics with a special interest in housing. In recent years he has contributed to the deliberations of the Kerner Commission, was a member of the Douglas Commission, and has published important works in economic and political theory, sociology of organizations and housing policy analysis.

24 August

MR. KENT COLTON

Joint Center for Urban Studies, 66 Church St., Cambridge, Mass. 02138

He has studied the impact and implementation of management information systems in public organizations; he is now working on the computer in law enforcement: its use, acceptance, and impact.

DR. ALVIN DRAKE

MIT, 24-221, Cambridge, Mass. 02139

He is Associate Director of the Operations Research Center. He is particularly interested in application of formal modeling techniques in the area of public administration and urban service delivery.

DR. JAMES A. HESTER JR.

Acting chief, Division of Programs and Policy Research, Office and Management Planning, Room 9046, 100 Gold St., New York, New York

A former aerospace engineer, he is concerned with application of computer aided information systems to management of an important city agency.

MR. JACK PATRIARCHE

City Manager, City Hall, East Lansing, Mich.

His city was chosen as the site of the recent National Bureau of Standards-International City Management Association demonstration of the utility of quantitative analysis to the problems of smaller cities.

RON WALTER, ASSISTANT PROFESSOR

Dept. of Urban Studies, MIT, 7-338, Cambridge, Mass. 02139

His research interests include computer graphics, man-machine communication, and applications of systems analysis techniques to urban problems.

PROFESSOR MYRON WEINER

Institute of Public Service, University of Connecticut, Box U-14, Storrs, Conn.

Computer applications in urban management are his concern. He has consulted widely with agencies of local government.

25 August

STEVEN LEWIS

Mitre Corporation, Route #62, Bedford, Mass.

He has had major responsibility for developing the Program Management System (PMS) at Mitre and has supervised its application in several governmental agencies.

PROFESSOR MARVIN MANHEIM

Dept. of Civil Engineering, MIT, 1-138, Cambridge, Mass.

He teaches transportation planning and has done important work in the development of rational design methods, attempting to incorporate subjective measures into the design calculus.

DR. EDGAR H. SCHEIN

Professor of Organizational Psychology and Management, Sloan School of Management, MIT, 50 Memorial Drive, Cambridge, Mass.

He is Chairman of the Organization Studies Group at the Institute. He consults extensively to many major corporations.

MR. JOSEPH E. VITT

Executive Assistant, Mayor's Office, 1126 City-County Building, Detroit, Mich.

He is the liaison and coordinator for seven city departments engaged in urban planning and development activities; liaison to regional agencies responsible for environmental quality; Project Manager for development of various administrative management programs; and responsible for policy decision in many other city programs.

26 August

HERB WEINBLATT

Department of Engineering, Brown University, Providence, R.I.

He recently received a Ph.D. in Electrical Engineering and is developing simulations of urban development.

27 August

MR. DONALD BEATTY

Executive Director, Municipal Finance Officers Association, 1313 E. 60th St., Chicago, Ill. 60637

He consults widely on matters pertaining to the municipal fisc.

MR. J. ROBERT HAVLICK

International City Management Assoc., Technology Application Program, 1140 Connecticut Ave. NW, Washington, D.C. 20036

Formerly a city manager and recently Information Director, ICMA, he is now working to make advanced technology available to local governments.

DR. O. GLENN STAHL

Washington Representative, Public Personnel Association, 1776 Massachusetts Ave., Washington, D.C. 20036

He is an internationally known authority on public personnel administration, former director, Bureau of Policies and Standards, U.S. Civil Service Commission, Author of several texts on public personnel administration.

MR. ISRAEL STOLLMAN

Executive Director, American Society of Planning Officials, 1313 E. 60th St., Chicago, Ill. 60637

A distinguished member of the planning profession for the past 23 years, he was chairman, Division of City and Regional Planning, Ohio State University, before assuming his present position (in May 1968).

Apex

MR. TED RIDER

138 Great Road, Bedford, Mass.

As Executive Director of the New England Consortium on Air Pollution, he was responsible for the Apex Segment of the program.

City Reconnaissance

MS. KARALYN KRASIN

Room 7-333, MIT, Cambridge, Mass. 02139

A student in the Dept. of Urban Studies and Planning, she is interested in the environmental psychology of the city, especially in its sacred and mythic origins.

MS. LORRAINE LIGGINS

6 Brewer St., Cambridge, Mass.

A mathematician by training, she is a consultant to ABT Associates and to Arthur D. Little on community participation, group dynamics and educational programming.

Summer Staff - Project ADAPT

Francis T. Ventre - Project Director  
Suzann T. Buckle - Director of Evaluation  
Leonard G. Buckle - Assistant Director of Evaluation  
Antony A. Phipps - Curriculum Coordinator  
Susan Smithline - Secretary  
Jane A. Young - Administrative Assistant  
Quaco T. Clutterbuck - Teaching Assistant  
R. Philip Dowds - Teaching Assistant  
Adel T. Foz - Teaching Assistant  
Eric W. Hedlund - Teaching Assistant  
Romin Koebel - Teaching Assistant  
David E. Sims - Teaching Assistant  
C. George Westwater - Teaching Assistant  
David G. Williams - Teaching Assistant  
Anthony M. Yezer - Teaching Assistant

#### FRANCIS T. VENTRE

Mr. Ventre is a research associate at M.I.T. He has taught in the Urban Studies Department at M.I.T. and in an experimental urban design program at U.C.L.A. He holds degrees in architecture from Penn State, and in city planning from California at Berkeley. His professional experience includes public agency planning at the state and local level, and consulting with national, state and local government agencies and with private firms. Mr. Ventre's current research interests are the diffusion of innovation among public agencies and the development of more responsive public technology. He has published work in Urban Affairs Quarterly, American Behavioral Scientist, Technology and Society (Great Britain), Journal of the American Institute of Planners, Municipal Year Book: 1971, and ICMA's Urban Data Service.

#### SUZANN THOMAS BUCKLE

Mrs. Buckle received her B. A. from Wellesley College and is a candidate for the Ph.D. in this department. She has served as Director of the Northborough Project and Associate Director for Evaluation of Project ADAPT. In addition, she has acted as consultant to community organizations and local and state governments. She is presently serving as Assistant Director of the Undergraduate Program and conducting research to evaluate the Massachusetts District Court System.

#### LEONARD G. BUCKLE

Mr. Buckle received a B. S. in Electrical Engineering and a B. S. in Industrial Management from M.I.T. and is a candidate for the Ph.D. in this department. He has directed research and planning projects for state, regional, and local planning agencies and has served as Associate Director for Evaluation of Project ADAPT. At present, he is Assistant Director of the Undergraduate Program and is conducting evaluation research of the lower-level courts.

#### ANTONY A. PHIPPS

Tony Phipps is a candidate for the MCP degree in the Department of Urban Studies and Planning, M.I.T. Having received his B.A. in Art History from Williams College, he served two years in the Peace Corps in Villavicencio, Columbia, South America where he worked as a planner, community development specialist, teacher and urban agricultural project coordinator. Originally from

Denver, he has been a planner and research associate for various government agencies and private consulting firms, both in Boston and Denver. In addition to his studies in the Department, Mr. Phipps is Assistant to the Director of Comprehensive Planning of the Cambridge Model Cities Program and consultant to the Citizens for Community Control of Housing in Cambridge. His primary professional interests include housing policy, advocacy planning and low-income housing development.

#### SUSAN SMITHLINE

Miss Smithline attended the University of Bridgeport in Connecticut, and the New School for Social Research in New York. She worked for the director of the art department of Needham, Harper & Steers advertising agency for two years. At the retirement of the director, she left to become the secretary to a senior analyst at the Furst Analytic Center in New York City. Susan is presently the secretary to the Director of Project ADAPT in the Department of Urban Studies and Planning at M.I.T.

#### JANE ANN YOUNG

Miss Young received a Bachelor of Fine Arts degree in architectural design from the University of Colorado at Boulder, and has studied urban planning and interior architectural design and space planning at the New School and the Parsons School of Design in New York City. As Assistant Housing Specialist for the Community Development Agency of the City of New York, she was primarily responsible for the organization and development of the City-Wide Anti-Poverty Committee on Housing and provided technical and research assistance to poverty-funded CDA housing programs. She has traveled extensively throughout the United States, Caribbean, Central and South America and Europe.

#### QUACO T. CLOUTTERBUCK

With a background in urban studies, business and international relations, Mr. Cloutterbuck received a B.A. from Boston College in June of this year, and is currently enrolled in the MCP program in the Department of Urban Studies and Planning, M.I.T. Having worked in the Departments of Agriculture and Health, Education and Welfare in Washington, he was a community organizer and center director of the St. Paul and Augustine Parrish Center in Washington, and the executive director of the Adams-Morgan Community Council, also in Washington. Mr. Cloutterbuck was chairman of the Peoples Involvement Corporation in Ward I of the Washington Model Cities Program and has lectured on urban problems and the role of the community organizer at George Washington College, Virginia, and

Federal City College, Washington, D. C. His most recent activities include coordinating the Black Talent Program at Boston College and organizing a community learning center at the Bromley-Heath Housing Project.

R. PHILIP DOWDS

Mr. Dowds received his Bachelor of Architecture degree from M.I.T. in 1967. As a volunteer in the U. S. Peace Corps, he spent two years in Tunisia, North Africa, working as an architect, planner, and director of a vocational training school in the town of Hammam Sousse. Returning to the States in 1969, Mr. Dowds is currently an MCP candidate in the M.I.T. Urban Studies Department, where his activities have included collaboration in the development of ECOLOGUE, a community planning methodology, and project consultation for the City of Somerville and Cambridge Model Cities. Outside the Department, Mr. Dowds is Project Planner with Philip Herr and Associates, Boston.

ERIC W. HEDLUND

Mr. Hedlund is a candidate for the MCP degree in the Department of Urban Studies and Planning, M.I.T. His primary interest is the biological consequences of various cultures, with a view towards discovery of how human mores and technology are interrelated with the ethology of other species. He has worked for the housing committee of Boston Model Cities Program, the New Communities Project of the Urban Systems Laboratory, done field research at a number of Southwestern Communes, and taken part in a study of the San Francisco Transit system.

ROMIN KOEBEL

Mr. Koebel holds degrees in Urban Design from Harvard University, and Architecture from the Stuttgart Technical University, and is currently working on a dissertation on aspects of the management of the urban spatial environment. He has worked for the Architect's Department of the London County Council, been involved in city design projects for Rey-Kjavik Iceland, and has been the principle designer of several community and civic centers in Southern Germany. Mr. Koebel has also been affiliated with Raymond & May Planning and Urban Design Consultants, White Plains, New York on a new community for Staten Island, served as Urban Design Consultant to the N.Y.C. Housing and Redevelopment Board, and the N.Y.C. Housing and Development Administration. Most recently, he has been affiliated with the Transportation and Community Values Project with M.I.T.'s Urban Systems Laboratory.

DAVID E. SIMS

Mr. Sims graduated in February from the MCP program at Harvard University. He also holds a B.A. in economics from Yale University and has studied at The American University of Beirut. His orientation is towards urban planning and economic development in developing countries, and he has worked in Egypt and India. Presently, he is working for the Area Planning Office of the Harvard Medical School and is involved in the Roxbury Action Project, a community housing corporation.

C. GEORGE WESTWATER

Prior to his appointment to the Department of Urban Studies, M.I.T., as a Fellow in the SPURS Program, C. George Westwater was coordinator for social development in the Catholic Diocese of Multan, West Pakistan where he was involved in the development and planning of medical aid, emergency relief and community development centers as well as cooperative banking, sanitation, irrigation and housing projects. For the last five years, he was village mayor for a large settlement project sponsored by the West Pakistan government, and directed the development of another complex of rural communities nearby. Father Westwater received his B. A. from Providence College, R. I. and studied philosophy and theology at St. Joseph's College, Ohio and the Dominican House of Studies, Washington, D. C.

DAVID G. WILLIAMS

David Williams has just completed his MCP degree in the Department of Urban Studies and Planning, M.I.T. After receiving his undergraduate degree in architecture in Birmingham, England, he worked for two years on community development, architecture, and urban planning in India, Pakistan and Nepal. He then spent some time in Southeast Asia, and a year of journalism and teaching in Japan. After working in Canada on the Theme Pavilions for Expo '67, he returned to England to run an architectural practice for three years before returning to commence study at M.I.T. His main professional interests include urban design, urbanization policies for developing countries, transportation, and the problems of the natural environment.

ANTHONY M. J. YEZER

Presently a thesis-writing candidate for a joint Ph.D. in economics and urban studies, Tony Yezer holds B.S. and M. Sc. degrees in economics from Dartmouth College and the London School of Economics, respectively. His early career interests were in chemistry, however, and he has worked in spectrochemistry at the National Bureau of Standards. More recently he has worked on aspects of national and urban labor markets at M.I.T. and the Urban Institute. He has been involved in teaching urban economics and models of the metropolis, a course in large scale urban transportation-land use models. This reflects a more general interest in dynamic simulation models of social systems, and the role of these models in the formulation and analysis of public policy.

ADEL T.K. FOZ

Mr. Foz was born in Spain. He lived there and in Egypt, France and Panama before coming to this country. He received a B. A. from Harvard College in 1963 and a Bachelor of Architecture from its School of Design in 1968. He has participated in the design of homes, housing, hotels, high schools and transit stations, both here and in Tunisia. His interests involve urban design, design methods, and organizational change.

APPENDIX M

Massachusetts Institute of Technology

Office of the Summer Session

Special Summer Program 11.94s

Project ADAPT - Urban Studies

August 2 through August 27, 1971

Roster of Registrants

- |   |             |  |
|---|-------------|--|
| Mr. <del>Kenneth N. Ahl</del><br>20 Morrill Drive<br>Cohasset, MA 01778 | (Cancelled) | D Mr. William J. Blommel<br>1882 Madison Avenue<br>Melbourne, FL 32935   |
| Mr. Henry W. Ainslie, Jr.<br>45 Reservoir Road<br>Cohasset, MA 02025    |             | Mr. Edward I. Bower<br>5 Summit Drive<br>Hingham, MA 02043               |
| D Mr. Frank G. Ajello<br>273 31st Street<br>Lindenhurst, NY 11757       |             | D Mr. Charles J. Briody, Jr.<br>9 Summerset Drive<br>Smithtown, NY 11787 |
| D Mr. Eugene P. Albers<br>440 Carmine Drive<br>Cocoa Beach, FL 32931    |             | D Mr. John F. Brumfield<br>2109 Colice Rd., S.E.<br>Huntsville, AL 35801 |
| D Mr. Charles A. Andrade<br>104 Glen Cove Drive<br>Glen Head, NY 11545  |             | Mr. Kermit Brynes<br>21 Hemenway Road<br>Salem, MA 01970                 |
| D Mr. Theodore Alper<br>12 Musket Place<br>E. Setauket, NY 11733        |             | Mr. Robert P. Burkart<br>26 Main Street<br>Framingham, MA 01701          |
| D Mr. Stanley W. Bare<br>52 Knollwood Drive<br>Rockledge, FL 32955      |             | Mr. John Burry, Jr.<br>8 Steven Lane<br>Medfield, MA 02052               |
| D Mr. Paul J. Benoit<br>255 East Street<br>Chicopee, MA 01020           |             | D Mr. Chester D. Byers<br>11214 Crestfield Dr.<br>Huntsville, AL 35803   |
| Dr. Charles S. Biechler<br>14 Newtown Road<br>Acton, MA 01720           |             | Mr. Robert W. Camp<br>10 Preston Road<br>Lexington, MA 02173             |
| D Mr. John E. Birkett<br>2001 Laverne Dr., NW<br>Huntsville, AL 35810   |             | Mr. Subir A. Chaklader<br>180 North Beacon St.<br>Brighton, MA 02135     |
| Dr. Loran R. Bittman<br>39 Blake Road<br>Lexington, MA 02173            |             | Mr. Philip Chartoff<br>44 Angelica Drive<br>Framingham, MA 01701         |
| D Mr. Lynn W. Biver<br>1118 Bel Aire Dr.<br>Daytona Beach, FL 32018     |             |  |

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